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ABSTRACT

Results of the Cooperative Institutional Research Program's annual surveys of college freshmen since 1966 are presented separately for men, women, and all freshmen. In addition to a narrative summary, the normative data are presented under seven headings: academic skills and preparation, demographic trends, high school experiences, educational and career plans, attitudes, values, and financing college. Findings include: the proportion of women in the first-time, full-time student population increased from 43.4 to 51.8% between 1969 and 1985; the representation of minorities in entering freshman classes nearly doubled between the mid-1960s and the mid-1970s; the percentage of freshmen who frequently smoked cigarettes declined by nearly half between 1966 and 1985, while the percentage that frequently or occasionally drank beer increased roughly one quarter over the same period; and the percentage of male freshmen aspiring for doctorates or high level professional degrees declined one-fifth between 1970 and 1985, while the percentage of women aspiring to such degrees virtually doubled. The questionnaire and list of participating colleges are appended. (SW)

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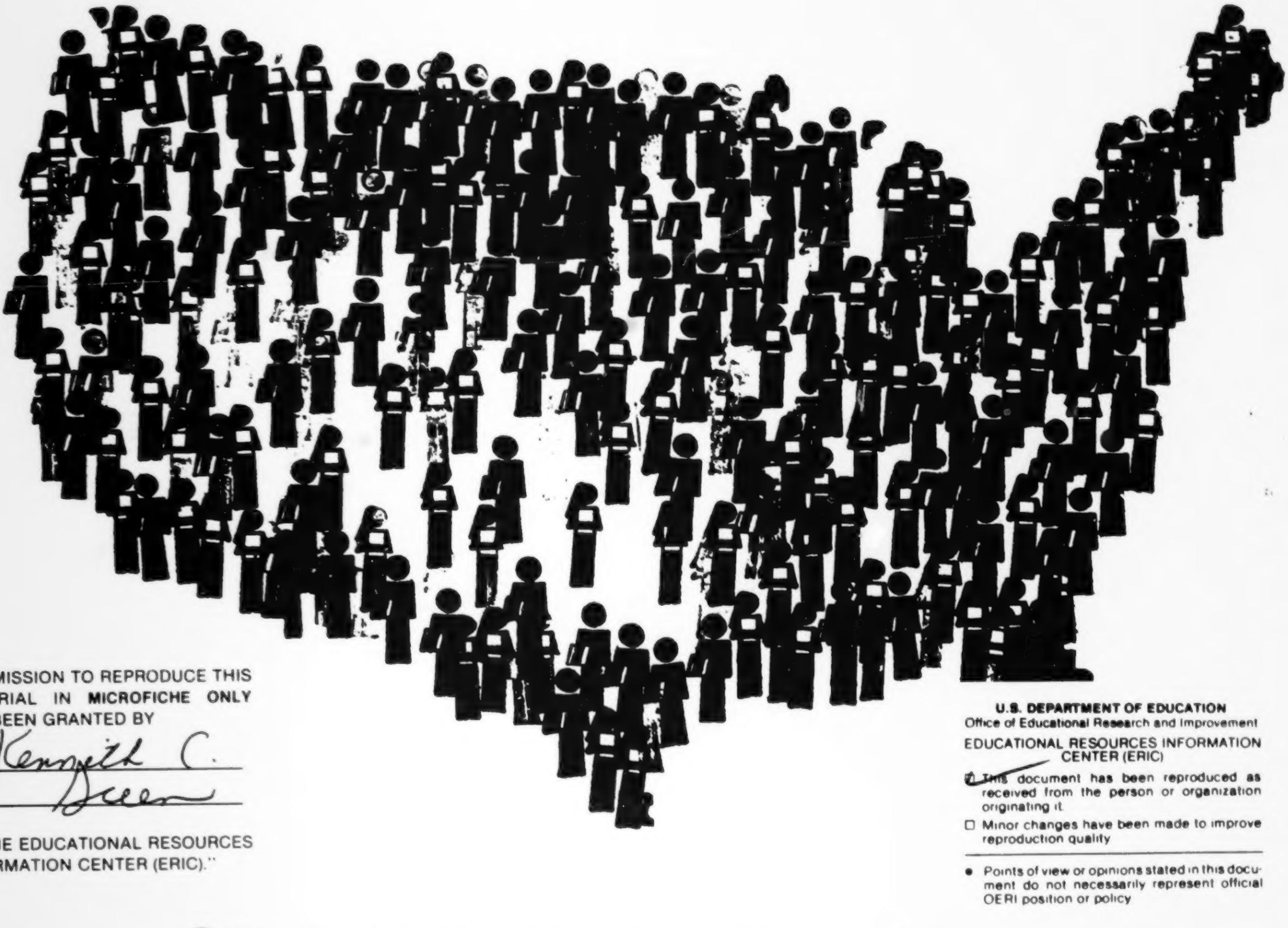
The American Freshman: Twenty Year Trends

Alexander W. Astin
Kenneth C. Green
William S. Korn



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Cooperative Institutional Research Program

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The American Freshman

Twenty Year Trends, 1966-1985

The Higher Education Research Institute
Graduate School of Education
University of California, Los Angeles

Prepared by the Staff of the
Coooperative Institutional Research Program

Alexander W. Astin, Professor and Director
Kenneth C. Green, Associate Director
William S. Korn, Principal Programmer

January, 1987

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and longest empirical study of higher education, involving data on some 1,300 institutions, over 6 million students, and more than 100,000 faculty. To maximize the use of these data in research and training, the CIRP was transferred to the Graduate School of Education at UCLA in 1973. The annual CIRP freshman and follow-up surveys are now administered by the Higher Education Research Institute at the University of California, Los Angeles, under the continuing sponsorship of the American Council on Education.

AMERICAN COUNCIL ON EDUCATION

The American Council on Education (ACE), founded in 1918, is a council of educational organizations and institutions. ACE seeks to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

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University of California, Los Angeles

The Higher Education Research Institute (HERI) is based in the Graduate School of Education, at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI's research program covers five broad areas: the outcomes of postsecondary education; academic administration and institutional management; faculty performance; federal and state policy assessment; and educational equity.

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The American Freshman

Twenty Year Trends, 1966-1985

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Introduction

This report summarizes the results of the Cooperative Institutional Research Program's (CIRP) annual surveys of college freshmen since 1966. For college faculty and administrators, higher education researchers, government officials, and others interested in American higher education, this report documents an array of demographic, attitudinal, and social changes involving the students entering the nation's colleges over the past twenty years. Major findings from the report point to significant changes in students' academic skills, preferences for college majors, and personal goals. The report also documents the impact of the Women's Movement on the career choices, behaviors, attitudes, and values of students entering college in the 1970s and 1980s. Finally, it suggests that the widely discussed "conservative" mood on college campuses really reflects a rising tide of materialism coupled with student concern about an uncertain economic future, rather than strong support for conservative political and social policies.

The report presents separate normative data summaries for men, women, and all freshmen. We have been careful to note all instances in which changes in the question format or response options occurred. Additionally, we have aggregated the data for some questions to create a consistent time-series for these items. Most questions which appeared in less than four surveys have been omitted from this report, save for a few new items added in recent years which are expected to be part of the questionnaire for the next several surveys.

Many individuals have been involved in the CIRP freshman survey over the past twenty years. These colleagues, listed below, have had principal roles in the freshman survey data collection, data analysis, and project management activities at various times since 1966:

Alan E. Bayer
Robert F. Boruch
David E. Drew
John A. Creager
Penny Edgert
Carol Francis
Margo King Hemond
Engin I. Holmstrom
John M. Light
Mary Jane Maier
Robert J. Panos
Gerald T. Richardson
Marilynn Schalit

The CIRP has also been fortunate to have many friends and supporters in and around the higher education community. A succession of presidents at the American Council on Education -- Logan Wilson, Roger Heynes, Jack Peltason, and Robert Atwell -- have provided continuing support for the CIRP. We are also indebted to Elaine El-Khawas, currently vice president for research and policy analysis at ACE, and to Dr. Salvatore Corrallo at the U. S. Department of Education, who has been a staunch supporter and has continually encouraged us to find new applications for the freshman data. Helen S. Astin and Lewis C. Solmon have been critical colleagues over the past twenty years, as was Allan M. Cartter prior to his untimely death nearly a decade ago. Allan also played a major role in establishing the CIRP in 1966 when he was Vice President of the American Council on Education. The project has also benefitted from the counsel of an Advisory Committee, convened by the American Council on Education. Grants from the Carnegie

Corporation of New York, the Ford Foundation, the Sloan Foundation, and the U. S. Department of Education have helped to support the CIRP and research based on the CIRP data over the past twenty years.

We would be remiss if we failed to acknowledge the importance of campus presidents, our CIRP institutional representatives, and especially the six million students who have participated in the CIRP freshman surveys since 1966. Although the freshman survey data are processed at UCLA, they are collected at some 550 campuses across the country. We would not be able to generate the annual freshman norms report each year without the continuing institutional interest in and commitment to the project.

Finally, we owe a special thanks to the staff at UCLA's Higher Education Research Institute. Cathy Castor, Steve Pantilat, and Raymond Bolanos helped to compile, proof, and proof again the data from twenty individual freshman survey reports. Marilynn Schalit supervised much of this activity; she also coordinated much of the work which went into the final publication of this document.

Alexander W. Astin
Kenneth C. Green
William S. Korn

The American Freshman: Twenty Year Trends

An Overview of the Data

The American Freshman

Twenty Year Trends, 1966-1985

Alexander W. Astin and Kenneth C. Green

Each fall since 1966 the Cooperative Institutional Research Program (CIRP) has collected survey data to profile the characteristics, attitudes, values, educational achievements, and future goals of the students who enter college in the United States. Compiling the results of these twenty consecutive surveys provides an extremely interesting and informative portrait of the changing character of American college students.

The CIRP data trends are fascinating and potentially disturbing. We are fascinated by the complexity of the changes revealed in the twenty annual freshman surveys and by the possibility that these trends could be explained in terms of larger social and political forces. Yet we are disturbed by how these trends may be affecting our higher education system and by what they suggest about how our society has been changing over the past two decades. This report provides an overview of the 20-year history of the CIRP freshman survey data, highlighting key findings and discussing the possible significance of these findings for American education and our society.

The first freshman surveys were conducted by the American Council on Education, with support from the Carnegie Corporation of New York and the Ford Foundation. The annual CIRP freshman surveys are now conducted by the Higher Education Research Institute at the University of California, Los Angeles, with the continuing sponsorship of the American Council on Education (see Astin, Green, Korn & Schalit, 1985). Each year the CIRP surveys some 200,000 full-time students constituting the entering freshman classes at a nationally representative sample of approximately 550 two-year and four-year colleges and universities across the United States. The data discussed below are presented under seven broad headings: academic skills and preparation, demographics, high school experiences, educational and career plans, attitudes, values, and financial aid programs.

Academic Skills and Preparation

The freshman survey data provide ample evidence to document the much-discussed decline in academic skills among American college students. The most familiar evidence for many has been the well-publicized decline in student performance on national college admissions tests over the past two decades. A number of trends in the annual CIRP surveys of entering freshmen indicate that the declines in SAT and ACT scores are not isolated events. In 1985, two out of every five students (40.5 percent) indicated that an "important" or "very important" reason for deciding to go to college is "to improve my reading and study skills." This figure is nearly double what it was in 1971. Similarly, the number of freshmen who report they will need "tutoring help in specific courses" has nearly doubled since 1971, rising to 11.2 percent in Fall 1985. Finally, today's students are somewhat less inclined than students of the 1960s to rate themselves "above average" in academic ability compared to their peers. This downward trend in the students' self-concept is all the more remarkable given that today's freshmen are generally inclined to see themselves in a more positive light on other skills and traits (Figure 1). Compared to 1966 freshmen, students who entered college in Fall 1985 rated themselves significantly higher on eight of nine personality and skill traits such as leadership, intellectual and social self-confidence, and mathematical ability; academic ability was the only trait where the self-rating was lower in 1985 than in 1966.

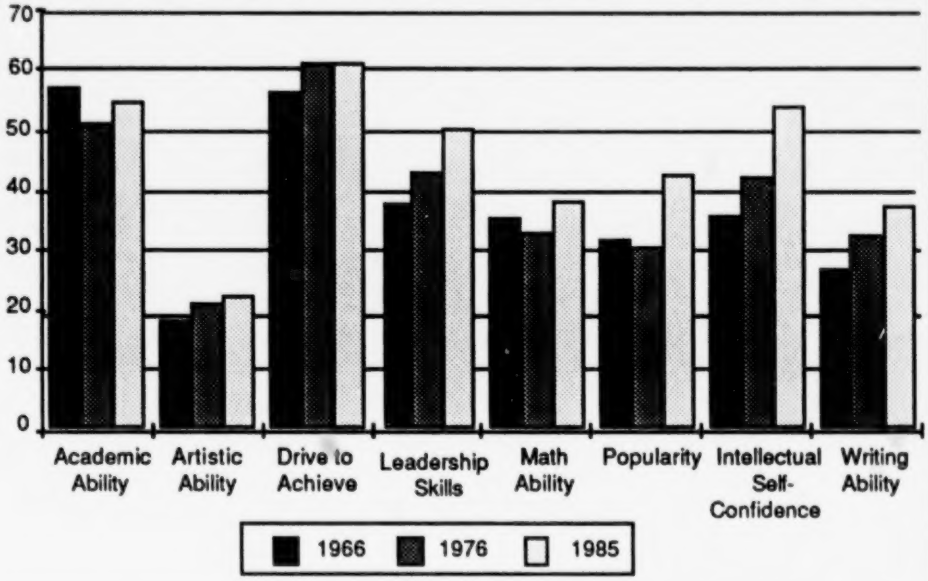


Figure 1: Student Self-Ratings

(percentage of freshmen rating themselves above average compared to peers, selected years)

Considering these downward trends in academic competency, it is perhaps surprising that the students' high school grades have increased dramatically during the same period. Whereas in the late 1960s entering freshmen with C averages outnumbered those with A averages by better than two-to-one, by 1978 the A students actually outnumbered the C students (see Figure 2). These grade inflation trends peaked in 1978 and have regressed slightly since then. The liklihood that we have witnessed real "grade inflation" at the secondary school level is supported by the students themselves: half of the Fall 1985 freshmen (50.1 percent) agree that "grading in the high schools has become too easy." This figure has dropped somewhat from the peak figure of 63.7 percent in Fall 1978 (also the peak year of grade inflation), as grade inflation has stabilized.

Although students appear to realize that grading standards have declined in the secondary schools, grade inflation has prompted many to be more optimistic about their academic expectations for college. Thus, since 1967 there has been a dramatic increase in the proportion of students who believe that they (a) will to be elected to an academic honor society, (b) will earn at least a B average in college, and (c) will graduate with honors. At the same time, there has been more than a 50 percent decline in the percentage who expect to fail any courses while in college.

Even though the combination of declining test scores and increasing high school grades may appear contradictory, there is good reason to believe that the grade inflation of the past two decades is another symptom of declining academic skills. Evidence from the National Commission on Excellence in Education (1982) suggests that changes in the high school curriculum may have been in part responsible for declining test scores and inflated grades. Students during the mid/late 1970s and early 1980s took fewer traditional academic courses

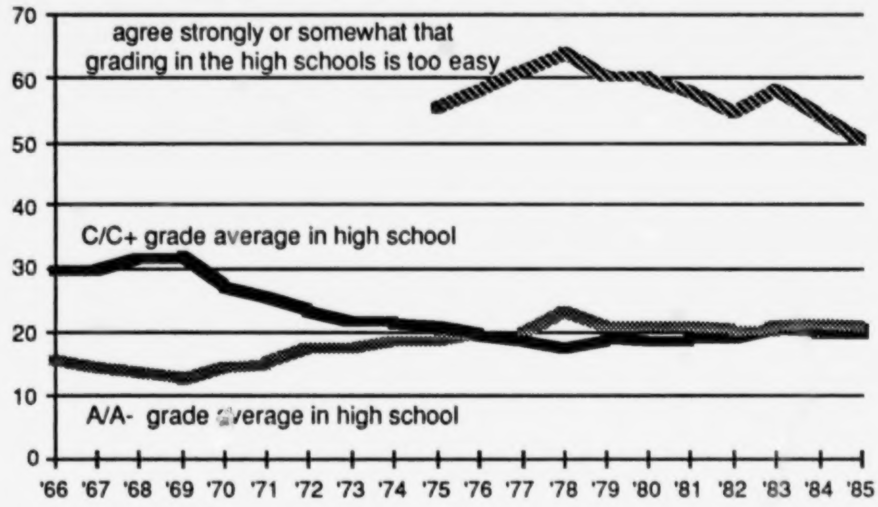


Figure 2: Trends in High School Grades

(percentage of entering freshmen reporting A/A- and C/C+ grade averages)

(particularly in English and mathematics) and more "soft" electives such as band and driver training. Since the grading standards in these electives are likely to be less stringent than those in basic academic courses, this curricular shift would tend to inflate students' grade averages while simultaneously impeding the development of basic academic skills. Interestingly enough, the recent downturn in grade inflation and in student agreement that grading standards have been become too easy has been accompanied by a slight reversal of the earlier downward trend in admissions test scores.

Further support for the assumption that these declines in academic skills are real comes from the college faculty themselves. When asked during the early 1980s about the quality of academic preparation of current students compared to those of the 1970s, more than 80 percent of a national sample of college faculty reported that the situation had either not changed or was worse than what it was in the 1970s (Minter and Bowen, 1982). For each professor who felt things had gotten better, there were two or more who felt that they had gotten worse. These perceptions applied regardless of the type of institution and regardless of the academic skill being rated (reading, writing, mathematics, sciences, and so forth).

Other evidence suggests that today's students are very reluctant to undertake courses of study in college that challenge their academic skills, and in particular their verbal skills. Thus, there has been a sharp decline since the 1960s in the percentages of freshmen who intended to major in English, foreign languages, literature, history, and philosophy (discussed below). As far as intellectual demands are concerned, the common threads that tie these fields together are reading ability, critical and analytical thinking, and writing skills.

Additional evidence of declining student skills comes from a special set of items which were included in the 1967 survey and repeated ten years later in the 1977 survey. Whereas nearly half (49 percent) of the 1967 freshmen said they could describe the personal freedoms guaranteed by the Bill of Rights, this figure had dropped to only 30 percent by 1977. A similar decline (from 41 to 22 percent) occurred in the percentage who knew the difference between stocks and bonds. Additional declines were noted in the students' musical knowledge and competence: fewer students were able to sightread piano music (21 percent in 1967 compared to 18 percent in 1977), to sightsing (31 percent versus 23 percent), and to "identify many classical musical compositions by title and composer" (13 percent versus 8 percent). One of the few competencies that increased significantly during the ten year period was knowledge of how to program a computer, which rose from 2.0 to 5.2 percent between 1967 and 1977; this item also increased dramatically between 1982 and 1984, from 17 to 50 percent, reflecting the increased access to and use of microcomputers in the nation's homes and schools.

Demographic Trends

One of the most widely publicized changes in demographic characteristics among entering full-time college students has been the reversal of sex ratios. Whereas more men than women traditionally have pursued postsecondary education, the past twenty years have seen a gradual shift in the sex composition of the freshman class to the point where a majority of today's entering full-time freshmen are women. This has been a gradual shift that began with the advent of the Women's Movement in 1969. Between Fall 1969 and Fall 1985, the proportion of women in the first-time, full-time student population increased from 43.4 to 51.8 percent. Although women have substantially different values and career interests than men, we suspect that higher education institutions have not fully recognized the significance of this change for their academic programs.

While the changing sex ratio is important, the magnitude of this shift is small compared to dramatic racial and ethnic changes in the demographic composition of the American undergraduate student population. Between the mid-1960s and the mid-1970s, the representation of minorities in entering freshman classes nearly doubled. Considering that the *absolute size* of the freshman class also increased by more than 40 percent during this period, such a sharp increase in the *proportion* of minorities among entering freshman classes is all the more remarkable. The largest increases were observed among Blacks, although Hispanics and American Indians also show increased representation in the early 1970s. A recent study of these changes (Astin, 1982) shows that minorities are best represented in education and the social sciences, and most underrepresented in the sciences and engineering. At the graduate level, the greatest improvement in minority representation has occurred in the professional fields of medicine and law, while the greatest underrepresentation is in doctoral programs in the sciences and engineering. However, the same study indicates that the biggest loss of minorities from the American educational system occurs in the secondary schools. Consequently, any attempts by our higher education institutions to increase substantially minority participation in postsecondary education will be handicapped as long as the problem of differential attrition from the secondary schools remains.

Although many factors are probably responsible for the dramatic increase in the representation of disadvantaged minorities among entering college freshmen, one obvious factor was the increased high school completion rates of these groups. During the 1960s and early 1970s the high school dropout rate for Blacks decreased by at least 50 percent. At the same time, the greater underrepresentation of Hispanic minorities compared to Blacks among entering freshmen is no doubt attributable in part to the fact that Hispanics drop out of high school at about twice the rate of Blacks (see Astin, 1982).

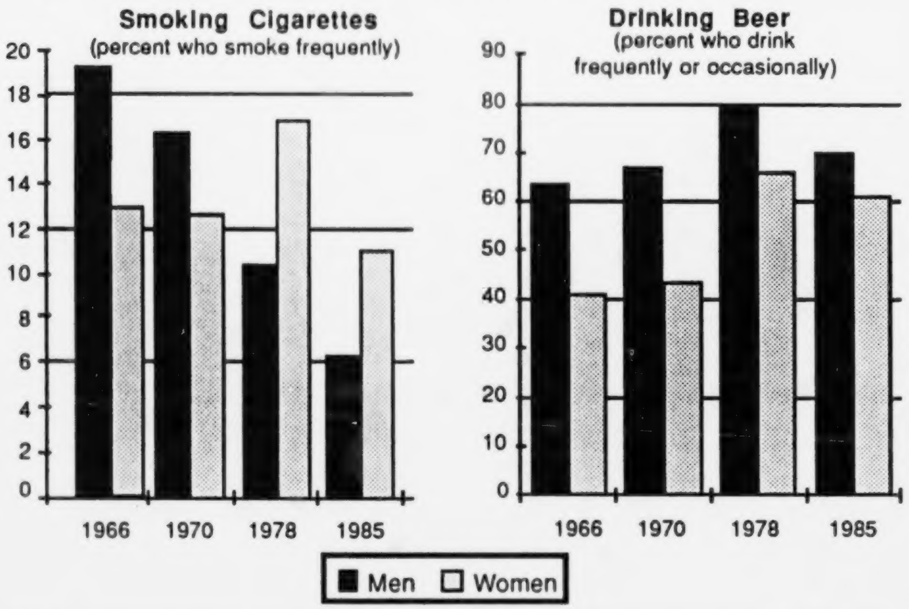
During the past twenty years the average age of American undergraduate students has also increased substantially, especially in community colleges and other commuter institutions. However, since the age distribution of first-time, full-time entering freshmen has not changed appreciably during the past eighteen years (Astin, Green, Korn & Schalit, 1985), it would appear that most of the increase in older students has occurred among part-time and returning students (i.e., former dropouts).

High School Activities and Experiences

The freshman survey instrument usually includes 15-20 items about student activities during the year prior to entering college. Some student responses show great stability over the past twenty years, whereas others point to areas of significant change.

In the area of health, the survey data show some dramatic changes in the smoking and drinking behaviors of students entering college. The percentage of freshmen who frequently smoke cigarettes declined by nearly half between 1966 and 1985 (from 16.6 to 9.1 percent), while the percentage reporting that they frequently or occasionally drink beer increased roughly one quarter over the same period (from 53.5 to 66.5 percent). The proportion reporting that they took sleeping pills also declined, from 5.9 percent in 1967 to 2.7 percent in 1983 (a 55 percent drop). Similarly, tranquilizer use declined 58 percent between 1967 and 1984, from 9.9 to 4.2 percent. As with much of the freshman survey data, the general trends mask important sex differences (see Figure 3). For example, although freshman men and women are less likely to smoke now than in 1966, the pattern of decline has been dramatically different. Smoking among freshman men has declined by two-thirds over the past twenty years. Among women, smoking has declined only 14 percent during this same period. Moreover, while smoking declined among men in the 1970s, it rose among women, and did not start to recede until the early 1980s. In fall 1985 women were almost twice as likely to smoke as men (11.3 percent for women versus 6.6 percent for men). Although women are still less likely to drink beer than are men, the increase in drinking among freshman women over the past two decades has been greater than the rise among men. (We should add that after rising steadily in the 1970s, drinking has declined slightly among both men and women.) Although women were roughly twice as likely as men to report using sleeping pills or tranquilizers in 1967, use levels for these

Fig. 3: Smoking and Drinking Among Entering Freshmen



substances among both men and women have declined and are now about even for both tranquilizers (about 4 percent) and sleeping pills (about 3 percent).

The data show little change in some student behaviors over the past twenty years. The trend data reveal stability in the proportion of entering freshmen who had a major role in a high school play (about one in five), were president of student organizations (about one in four), tutored other students (roughly four in ten), sought advice from a teacher after class (just over one in five), and studied with other students (about nine in ten). However, other behaviors and activities show interesting changes: some examples include not completing homework on time (68.6 percent in 1985 versus 74.0 percent in 1967), playing a musical instrument (42.3 percent in 1985, down from 51.4 percent in 1966) and working in a political campaign (8.9 percent in 1984, compared to 12.7 percent in 1968). The survey data also show a significant rise in women's participation in varsity sports in the secondary schools: whereas men were three times more likely than women to earn varsity letters in 1966, by Fall 1985 the difference had narrowed to less than three-to-two (54.2 vs. 38.2 percent for men and women, respectively). The proportion of women who played musical instruments dropped by one-fourth during this period, from 60.4 to 45.8 percent; the decline for men was much less significant (from 43.7 to 38.5 percent).

Educational and Career Plans

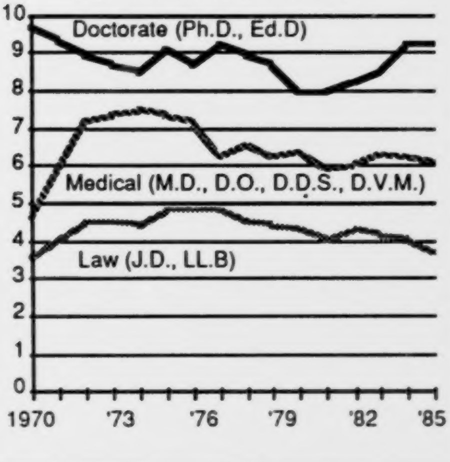
Despite a strong perception in the academic community that student interest in advanced degrees has increased over the past 15 years, the freshman survey data reveal that the proportion of students planning graduate or professional degrees has been fairly stable since 1970. In both 1970 and 1985, roughly half of the entering freshmen (49.0 percent in 1970; 50.4 percent in 1985) indicated that they planned to get a master's, doctoral, medical, or law degree.

However, this stability in aggregated numbers masks some important trends that have occurred in student interest in specific kinds of degrees over the past 15 years. For example, student interest in medical and law degrees peaked in the mid-1970s and has actually declined since then (see Figure 4). Student interest in the doctoral degree declined almost 20 percent between 1970 and 1980; although it has increased somewhat over the past four years, it is still below the levels recorded in the early 1970s. Although the worst of the decline in student interest in doctoral programs may have passed, these lowered levels of student interest in the doctorate portend continuing enrollment problems for many graduate programs in years to come. Moreover, the declining interest in the doctorate, coupled with an 85 percent decline since the late 1960s in the proportion of freshmen interested in faculty careers (see below), suggests that the nation's colleges and universities will soon begin to experience real staffing problems as large numbers of current faculty begin to retire in the 1990s (see Bowen and Schuster, 1985).

Figure 4

Freshman Degree Aspirations

(percentages, 1970-1985)

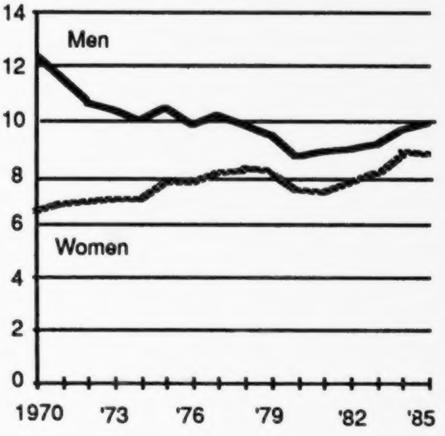


Trends in degree aspirations, however, are not the same for men and women. Whereas the percentage of male freshmen aspiring for doctorates or high level professional degrees actually declined one-fifth between 1970 and 1985 (from 24.6 to 19.6 percent), the percentage of women aspiring to such degrees virtually doubled (from 9.6 to 18.0 percent). Focusing only on doctoral degrees, the proportion of men planning to earn a doctorate has declined by one-quarter since 1970, while the percentage of women aspiring to such degrees *increased* by one-third during this same period (Figure 5). Similarly, while male interest in medical degrees has declined 10 percent over the past 16 years, the proportion of freshmen women aspiring to medical degrees increased by better than 270 percent (Figure 6). As for law degrees, interest among men fell by one-third between 1970 and 1985, while interest among freshman women increased by nearly 400 percent (Figure 7).

Figure 5

Freshman Interest in the Doctorate

(percentages by sex, 1970-1985)

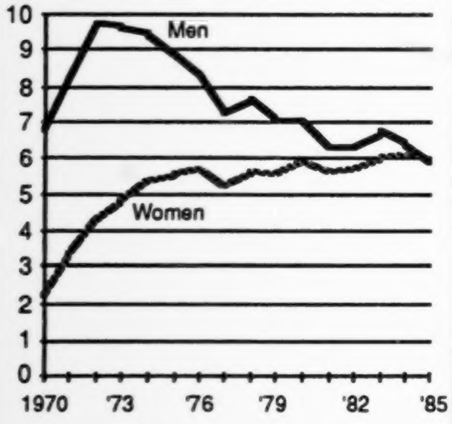


These sex differences in degree aspirations no doubt reflect the effects of the Women's Movement, a conclusion which is reinforced by practically all other sex differences as discussed below. The increases in women's degree aspirations began in 1969, just at the time when the Women's Movement was beginning to capture the attention of the media. And although the trends for women have more or less stabilized since 1977, men's aspirations for high level degrees have declined since that time.

Figure 6

Freshman Interest in Medical Degrees*

(percentages by sex, 1970-1985)

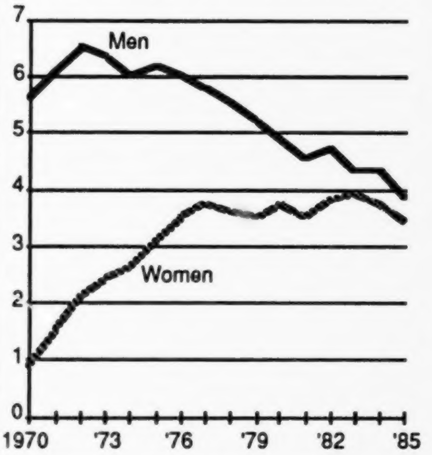


*includes MD, DO, DDS, & DVM Degrees

Figure 7

Freshman Interest in Law Degrees

(percentages by sex, 1970-1985)



Major and Career Preferences

Some of the most dramatic changes among freshmen have occurred in the students' preferences for majors and careers. Some, but by no means all, of these changes reflect the effects of the Women's Movement. While we cannot be sure of the influence of other factors, it seems likely that changing social values, television, and student perceptions about the labor market for college graduates also affected the popularity of selected college majors and careers.

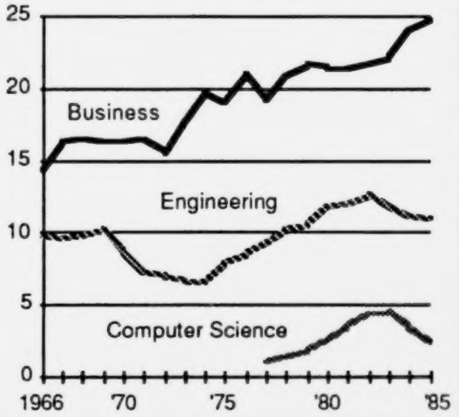
Intended Majors

The fields which have shown decided increases in popularity over the past twenty years are business, computer science, and -- to a lesser degree -- engineering (Figure 8). Among 1985 freshmen, business is just about as popular among women (23.8 percent) as it is among men (25.7 percent). By comparison, the 1966 data show that men planning business majors outnumbered women by roughly 8 to 5 (17.3 to 10.9 percent). (The 1985 data exclude secretarial studies which, if included, would result in more business majors among women than among men.) Although men still substantially outnumber women in engineering (19.3 versus 3.0 percent), the relative increases for women have once again been significantly greater. Thus, 20 years ago male engineering majors outnumbered female engineering majors almost 60 to l; by 1985 the ratio had been reduced to about six to one.

Figure 8

Freshman Interest in Business, Computing, & Engineering Majors

(percentages)



The surge of student interest in engineering and computer science actually peaked in 1983 (Figure 8). The popularity of these fields -- both as majors and as career choices -- has declined since then, by roughly half for computer science and by about 20 percent in engineering. The popularity of these majors seems to be very sensitive to students' perceptions about the job opportunities in these fields. For example, as the job market for engineers declined in the early 1970s, the CIRP data showed declining interest in engineering; when engineering opportunities increased in the early 1980s, so too did student interest in this field. Similarly, computer science experienced gains during the late 1970s and early 1980s; however, student interest plummeted from 4.5 percent in 1983 to 2.1 percent in 1985 as the domestic computer industry experienced its own well-publicized problems. Yet we find some irony in this supposed sensitivity to labor market conditions: the four or five year lag between freshman year and graduation almost guarantees that employment conditions will be different by the time a student is ready to enter the job market. In this instance, the recent decline in prospective computer science and engineering majors, coupled with the smaller cohort of students entering college in the mid- and late-1980s, suggests that the current shortage of trained technical professionals will continue.

Most of the traditional liberal arts disciplines have witnessed what can only be described as a bear market (Figures 9 and 10). Especially sharp declines have occurred in the humanities (English, literature, foreign language, philosophy, theology), the fine and performing arts (art, music, speech, and theater), and the social sciences (anthropology, economics, geography, history, political science, psychology, social work, and sociology). These three broad groupings accounted for nearly one-third (32.5 percent) of the freshmen in 1966, but less than one-fourth (23.8 percent) in 1985. Although the declines for men and women were comparable for most fields, some individual fields within these broad categories showed especially sharp declines. The fields of mathematics and statistics, for example, lost more than 80 percent of their students. English has also declined by nearly 80 percent over the past twenty years. Losses in the fine arts and social sciences have also been severe. Freshman interest in the physical sciences fell by one-half over the past twenty years, from 3.3 percent in 1966 to 1.6 percent in 1985.

Figure 9

Interest In Humanities Majors

(percentages, 1966-1985)

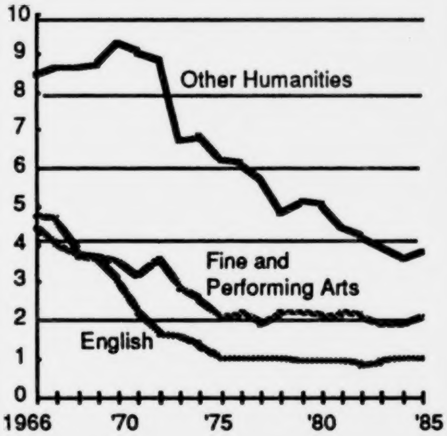
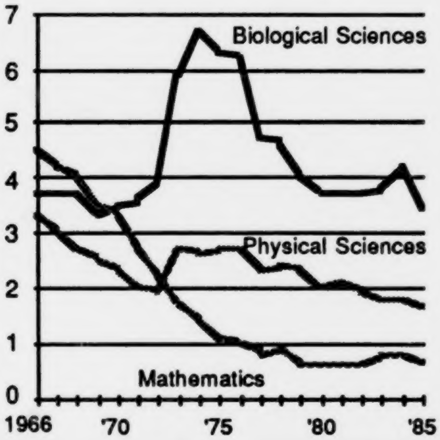


Figure 10

Interest In Science Majors

(percentages, 1966-1985)



The field of education also experienced a substantial drop in student popularity over the past twenty years: between 1966 and 1985 the proportion of entering freshmen planning to major in education declined 35 percent, from 10.6 to 7.1 percent. Interestingly, the proportionate drop for men and women was similar. In the late 1960s, almost 20 percent of the women entering college intended to major in education, compared to just 5 percent of the men (a 4 to 1 ratio). These figures dropped to a low of 8.9 percent for women and 2.4 percent for men in 1982. Over the past three years the CIRP data reveal a modest renewal of student interest in education majors: by 1985, 10.4 percent of the freshman women and 3.3 percent of the freshman men planned to major in education.

What these data do not show, however, is that students planning careers as school teachers used to major in a variety of fields besides education. In contrast, most of today's prospective teachers major in education (Astin, 1985). Thus, the decline in education *majors* has been accompanied by a much steeper decline in student interest in teaching *careers* (see below).

One last finding of some significance concerns the proportion of students who are undecided about a potential major when they enter college. The percentage of undecided men has more than doubled since 1966 (from 1.9 to 4.7 percent), while the percentage of undecided women has more than tripled (from 1.8 to 6.9 percent).

In sum, the data point to sharp and continuing declines in student interest in virtually every field that has traditionally been associated with a liberal arts education. Further, it is important to realize that the aggregate freshman data -- which presumably reflect only tentative choices of college major -- are in fact very good predictors of aggregate final choices and behaviors. In other words, the trends in *freshman aspirations* have been followed by similar trends in *bachelor's degrees*. In 1980, for example, the proportion of liberal arts graduates among undergraduate degree recipients had declined to 35 percent, from 50 percent in 1970 (Study Group on the Conditions of Excellence in Higher Education, 1984).

While it is difficult to know all the reasons for these changes in students' majors, we suspect that several factors are involved. First is the declining academic skill issue discussed above. This decline, particularly in verbal skills, may in part account for the increasing reluctance of students to major in English, foreign language, and other humanities fields that make demands on verbal skills. (The decline in college admissions test scores has in fact been greatest on the verbal component of these examinations.) Declining academic skills may also explain the declining interest in science (which normally attracts the best-prepared students; see Astin, 1982), and the decreasing popularity of the Ph.D. degree. The tremendous increase in popularity of business as a major may also be in part attributable to the decline in academic skills, since recent research (Astin, 1977, 1982) shows that business tends to attract students with relatively low academic skill levels.

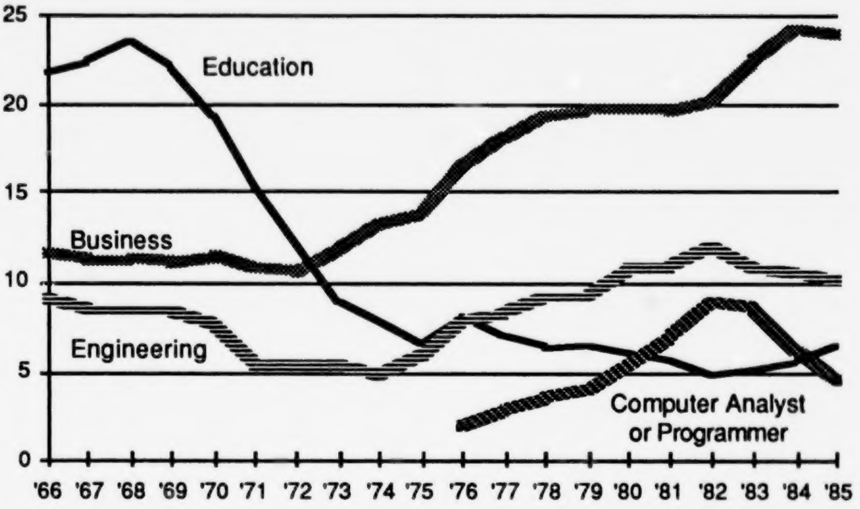
Since these changes probably cannot be attributed entirely to the effects of the Women's Movement (i.e., men show many similar but less dramatic changes), it is interesting to speculate about other underlying causes. It is certainly true that students have shown dramatic changes in *values* during this twenty year period (see below). Whether these value changes are the cause rather than the result of changes in preferences for majors and careers (or if the two patterns have the same underlying common cause) is not clear. Of particular relevance to the value changes reported below is the fact that engineering and computer science are fields that offer high-paying jobs to bachelor's degree recipients. In fact, first year earnings for recent graduates are often higher than the annual salaries of many college faculty. Similarly, business also offers the possibility of very high-paying positions. In contrast, education, the arts and social sciences, and the humanities generally lead to comparatively lower-paying jobs.

These trends in college majors have profound implications for the quality of the college curriculum. The traditional liberal arts fields are clearly in serious trouble, and some of the fields are virtually moribund. The severe decline in student demand for such fields (e.g., English and foreign languages) has no doubt forced many institutions to reduce the size of their faculties in these disciplines, and has even led to the elimination of these fields at some smaller institutions. Such changes in the composition of college faculty will make it increasingly difficult for institutions to offer undergraduate students anything resembling what has come to be regarded as a "liberal arts education." If a broad exposure to the liberal arts and sciences is regarded as one critical element in a quality undergraduate education, then it seems clear that these trends pose a serious threat to the excellence of undergraduate education in the United States.

Career Plans

Trends in students' long-range career plans closely parallel trends in major field preferences. The career field showing the largest continuing increase in popularity since 1966 has been business, which includes such careers as accountant, business executive, business owner, and salesman or buyer. Between 1966 and 1985 the popularity of these fields more than doubled (from 11.6 to 24.8 percent of the entering freshmen). Once again, the increases for women were much more dramatic than the increases for men. As a matter of fact, the proportion of women planning business careers has increased more than *five* times since 1966. The other career choice that showed a very large increase between 1977 and 1985 was computer programmer or analyst: it went from near zero in 1977 to 4.4 percent of the 1985 freshmen. However, this career actually peaked in 1982 at 8.8 percent and fell by half in just three years (see Figure 11).

Figure 11: Freshman Career Preferences, 1966-1985
(percentages)



Education careers have experienced the greatest decline in student interest since 1966. Between 1966 and 1985 there was a 71 percent decline in the proportion of freshmen planning to pursue elementary or secondary teaching careers (from 21.7 to 6.2 percent). The greatest portion of the decline in education careers occurred in secondary education: interest in the career of secondary school teacher fell by more than four-fifths (from 14.1 percent in 1966 to 2.4 percent in 1985), compared with the decline of only half in the career of elementary school teacher (from 7.6 percent in 1966 to 3.8 percent in 1985; see Figure 12). (These declines would be even greater if we compared the peak and low points in the survey instead of the 1966 and 1985 data.) Similarly, freshman interest in a career as a college teacher or professor declined 74 percent during this same period, from 1.1 to 0.3 percent of the entering freshmen. As with other careers and majors, the absolute declines for the sexes are quite different, even though the relative declines are similar. For example, in the late 1960s, upwards of 40 percent of the women entering college intended to pursue careers as elementary or secondary teachers, compared to less than 12 percent of freshman men; in Fall 1985, these comparable figures were 9.5 and 2.6 percent, respectively (Figure 13).

There is little doubt that the declining popularity of school teaching was brought on by several factors, perhaps primarily the Women's Movement, coupled with the widely publicized oversupply of school teachers during the 1970s. The oversupply, as well as the declining public status of teaching and low teacher's salaries, probably prompted many students, particularly women, to explore other career options (especially business careers; see Figure 14). Indeed, the survey data show that business, engineering, law, and medicine now account for about one-third (32.7 percent) of the career choices of freshman women, roughly the same proportion of women attracted to education careers in 1966 (34.1 percent).

The decline in student interest in teaching careers has been so pronounced that many school districts now report shortages of teachers, especially in such fields as science, math, and special education. While this situation may go from bad to worse, we should add that since 1983 there has been some renewal of interest in teaching careers among entering freshmen. The current wave of educational reform, coupled with rising teacher salaries and better long-term job prospects, may help to make teaching attractive to a growing number of students. Yet even with the recent slight increase, student interest in education careers is still far below the levels recorded in previous decades and falls far short of anticipated needs for the 1990s.

Figure 12

Interest in Teaching Careers, by Level

(percentages)

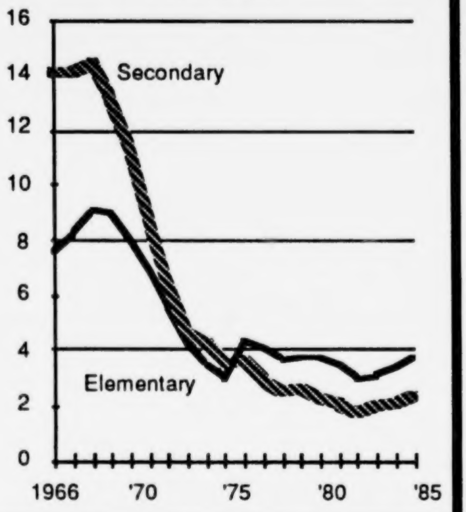


Figure 13

Interest in Teaching Careers, by Sex,

(percentages)

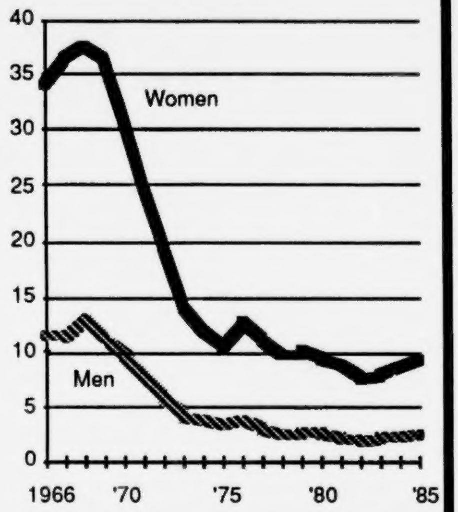
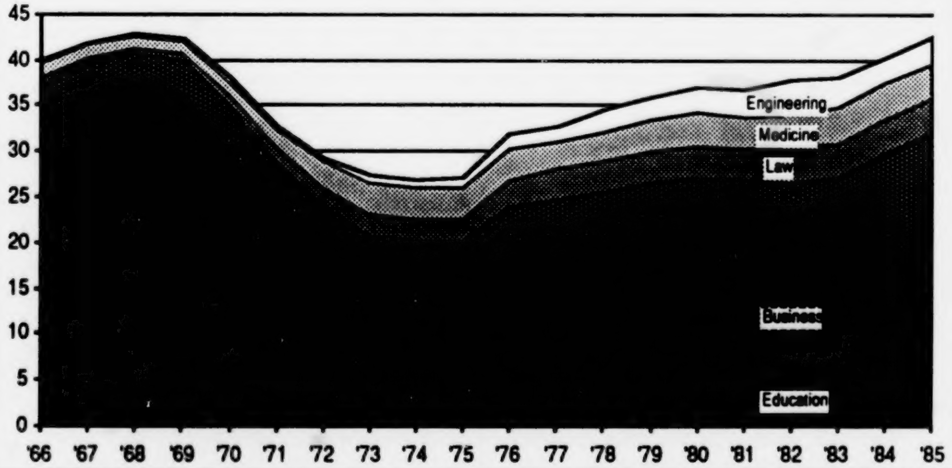


Figure 14

The Career Preferences of Freshman Women

(cumulative percentages, 1966-1985)



Three other career choices that have shown greater than fifty percent declines in popularity since 1966 are research scientist, clergyman, and farmer/rancher/forester. All three reached all-time lows in popularity in the 1985 freshman survey. It may also be worth noting that two of these careers generally require advanced training beyond the bachelor's degree, and that none of the careers showing increased popularity (business, computer programmer, and engineer) requires such training.

Two prestigious careers, lawyer and physician, showed mixed trends over the past twenty years. While the overall percentages of freshmen aspiring to such careers changed very little from 1966 and 1985, here as elsewhere in the survey data we find important sex differences. For example, while men's interest in medical and legal careers declined, women showed marked increases in their interest in these high status professions. Thus, the proportion of 1985 freshman women aspiring to become lawyers represents a *fivefold* increase over the figure for 1966 (3.7 percent in 1985, versus 0.7 percent in 1966). Increases in the women's interest in medicine as a career were also dramatic (doubling from 1.7 percent in 1966 to 3.4 percent in 1985; see Figure 14)..

We can also identify a number of other career choices which have shown significant declines in just the past eight years, when the CIRP first began to tabulate results separately for all occupations on the list. Since 1977, declines of more than 50 percent have occurred in dietitian/home economist, laboratory technician/hygienist, and social worker. Smaller but significant declines in student interest have also occurred in the careers of dentist, nurse, musician, and artist (artist hit its all-time low in 1985).

In short, the careers that have been steadily gaining in popularity generally do not require education beyond the bachelor's degree and are all relatively high-paying. In contrast, the careers that show decreasing popularity either require advanced training and/or are relatively low-paying. It is also of interest that the careers that are decreasing in popularity account for almost all of the "human service" occupations: teaching, allied health professions, nursing, social work, and the clergy. Teaching has shown a mild recovery since 1982, but it is still far below its level of popularity in the late 1960s.

Attitudes

Each fall since 1967 the attitudes of the entering freshmen have been assessed by means of statements concerning a variety of controversial issues. The freshmen are asked to indicate whether they agree or disagree with each statement. Trends in freshman attitudes can be estimated by charting changes in the percent that agree ("strongly" or "somewhat") with each statement. Taken together, these data provide a fascinating 20-year profile of the changes not only in student attitudes but also in the attitudes and values of the larger society. To simplify the task of summarizing these results, it is convenient to divide the attitudinal statements into four broad categories: political and social issues, higher education, governmental policies, and sex, marriage and family.

Political and Social Issues

The recent and widespread publicity about the growing "conservatism" of American college students does not really describe the trends observed in the freshman survey. Since 1970, the percentage of entering freshmen who identify themselves as politically *conservative* or *far right* has been fairly stable, ranging from 15-20 percent (about one in five at the peak; see Figure 14). Furthermore, even within this conservative range, the percentage who identify themselves as far right has been both constant and miniscule, never more than 1.4 percent. Between 1970 and 1974, the proportion of conservatives dropped from 17.1 to 13.9 percent; it has since risen to 19.5 percent (Fall 1985). Thus, the net absolute gain in the self-described conservative group has been only 2.4 percent since 1970.

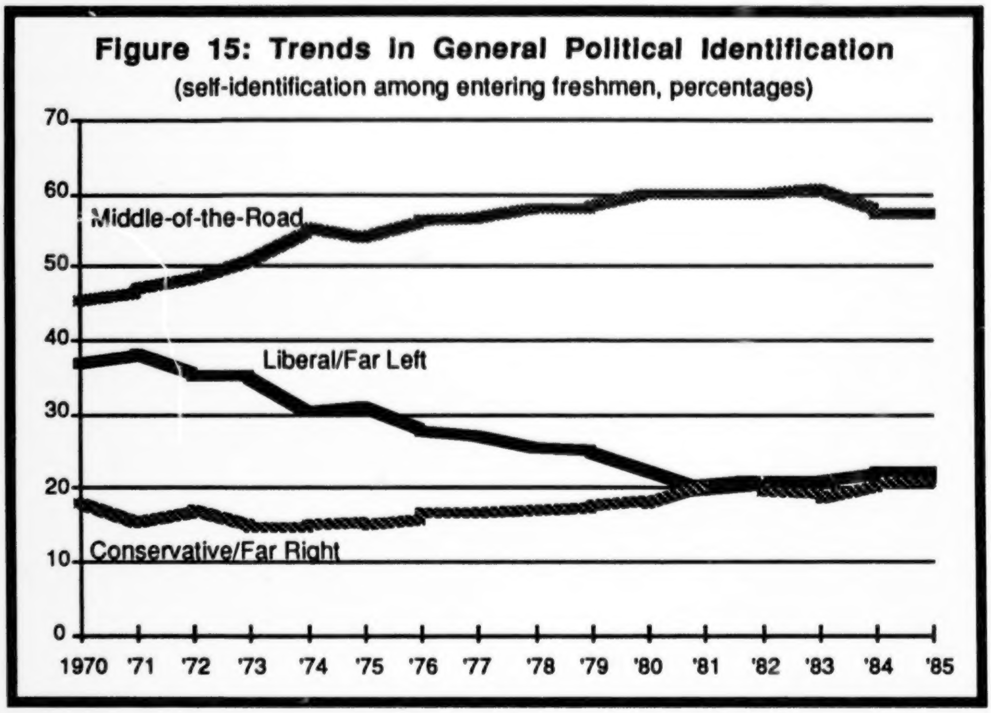


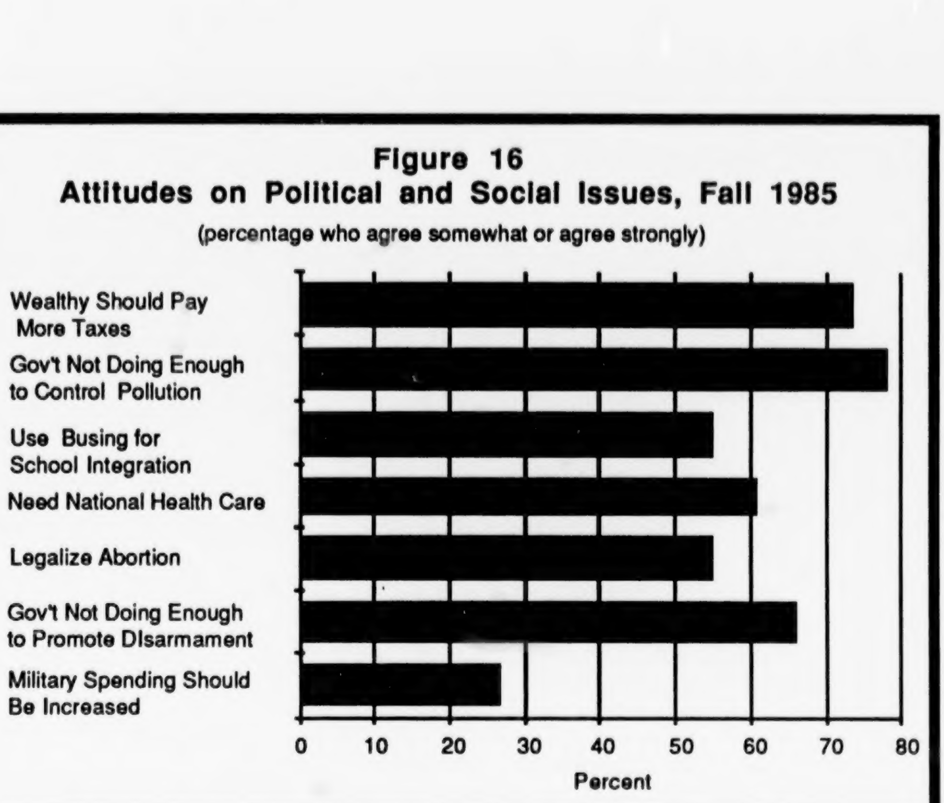
Figure 15: Trends in General Political Identification

(self-identification among entering freshmen, percentages)

The real migration in political identification has not been from left to right but from *liberal* to *middle-of-the-road.* The proportion of entering freshmen identifying their general political position as liberal (or far left) has declined about one-third, from 36.6 percent in 1970 to 22.4 percent in 1985. The proportion of students identifying themselves as far left has remained fairly close to 2 percent since 1972. The largest shift has thus occurred in the middle-of-the-road group which has increased from 45.4 percent in 1970 to 56.7 percent in 1985 (and peaked at 60.3 percent in 1980).

Despite the substantial decline in the proportion of students identifying themselves as politically liberal, there has been no monolithic trend away from liberal positions on specific *issues*. Indeed, much of our data point to continued strong student support for an array of traditionally liberal political and social positions (Figure 16). A substantial majority of the 1985 freshmen support national health insurance (60.5 percent), increased taxation of the wealthy (73.3 percent), and legal abortion (54.9 percent). Student support for these positions has been fairly stable over the past 10-15 years. The majority of students also feel that the government is not doing enough to promote disarmament (66.0 percent) and are against increased defense spending (73.2 percent). (Between 1983 and 1985, opposition to increased defense spending among entering freshmen rose from 61.2 to 73.2 percent.) The survey also reveals steadily rising student support for school busing as a means for promoting school integration: student support on this issues has risen from 37.0 percent in 1976 to 54.4 percent in Fall 1985. Large majorities of today's freshmen also support greater government involvement in the control of environmental pollution (78.0 percent), consumer protection (62.4 percent), and energy conservation (71.7 percent). While support for these issues remains strong, it has declined somewhat since the mid-1970s. In sum, these data suggest that large majorities of today's college freshmen (60-80 percent) feel that the federal government should take a more active role on a number of key social issues.

Figure 16
Attitudes on Political and Social Issues, Fall 1985
(percentage who agree somewhat or agree strongly)



Although student support for some traditionally liberal issues has declined slightly in recent years, perhaps the most pronounced conservative trends are associated with the issue of crime and punishment. Between 1969 and 1983 (the last year the question was asked), the proportion of freshmen who agreed that "There is too much concern in the courts for the rights of criminals" rose from 54.3 to 68.8 percent. Similarly, student opposition to the death penalty has been weakening dramatically: whereas a majority of 1969 freshmen (53.9 percent) supported abolishing the death penalty, only 26.6 percent percent of the 1985 freshmen support this idea. One of the most interesting "conservative" trends concerns the legalization of marijuana. In 1969, barely one student in five supported legalization; however, student support for the legalization of marijuana increased dramatically to the point where a majority (52.9 percent) supported the idea in 1977. Since that time, however, there has been a sharp decline, to the point where the support for legalization is now down to 21.8 percent, only slightly higher than the number first recorded in 1969. Whether this recent decline represents declining usage or simply a growing awareness of the potential dangers of marijuana use is not clear. (In this regard, it should be noted that the use of alcohol -- and other more potent drugs such as cocaine -- among college freshmen has increased substantially in recent years.)

Higher Education

Today's freshmen are much more likely to support such issues related to student autonomy and "student power" than were the freshmen of the late 1960s. Thus, the 1985 freshmen are more inclined than those in the late 1960s to feel that faculty promotions should be based in part on student evaluations. They are also less inclined to feel that college officials have the right to censor student publications, to prevent controversial figures from speaking on the campus, and to regulate student behavior off campus. We should add, however, that freshman support for student autonomy peaked in the early 1970s, then receded slightly, and has been fairly stable since the mid-to-late 1970s.

Perhaps the most dramatic change on higher education issues has occurred in response to the proposal that "college grades should be abolished." This item reached its peak of popularity (44.4 percent) in 1969 and has declined steadily since that time (to 13.9 percent in 1984, the last time the item appeared on the survey). In part these changes may reflect growing student disenchantment with "pass-fail" and other grading innovations that were tried in the late 1960s and early 1970s. Among other things, many students may now feel that they will be at a disadvantage competing for jobs or for admission to graduate and professional school if their undergraduate work has not been assessed in terms of traditional grade point averages.

Two more items also address higher education issues. Only about one freshman in three supports open admissions or preferential treatment for disadvantaged students. This represents a slight decline from 1971, although student opinion on these issues has changed little since 1977. An additional item relating to admissions, which was discontinued in 1980 because it failed to show any distinctive trends, had been consistently endorsed by 80 percent of the entering freshmen over a period of several years: "Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students." Apparently, most students who endorse open admissions or other special admission programs also support the idea of uniform *graduation* standards.

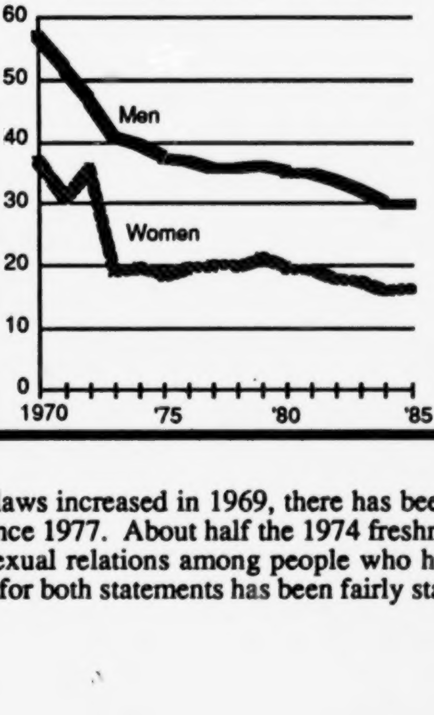
Sex, Marriage, and Family

Several survey items address freshman attitudes toward sex and marriage. The item showing the largest and most consistent trend concerns the role of women: "The activities of married women are best confined to the home and family." Student endorsement of this traditional view of the woman's role has declined dramatically since 1967. Even though men are still more likely than women to support this view (29.5 versus 16.0 percent), the decline in support among the men (66.5 to 29.5 percent) has been just as sharp as the decline among women (44.3 to 16.0 percent; see Figure 17). Here again we have clear evidence of a "liberal" trend in student attitudes; moreover, in this case there does not appear to be any reversal in attitudes in recent years. Consistent with this trend is the fact that freshman support for equal job opportunities for women has increased from 81.3 to 91.4 percent since 1970; while women are more likely to agree with this item than men, support among both sexes is very high.

Figure 17

Freshmen Who Agree That The Role of Married Women Is Best Confined to Home and Family

(percentages by sex, 1970-1985)



Other sex and family issues in the survey have addressed premarital sex, divorce, and homosexuality. Students are about equally divided on whether there should be laws prohibiting homosexual relationships, and sentiment on this issue does not appear to have changed in recent years. However, the CIRP data show that men are consistently more likely than women to support such laws (58.3 versus 38.3 percent in 1985). Although support for the liberalization of divorce laws increased in 1969, there has been a very slight decline in support for this proposal since 1977. About half the 1974 freshmen endorsed living together before marriage and sexual relations among people who have known each other for a very short time. Support for both statements has been fairly stable since then. Yet here as elsewhere in the data we find profound differences between the sexes. A solid majority of 1984 freshman men (63.0 percent) and only one-third of the women (31.8 percent) support the idea of sex between people who have known each other only for a short time. Men are also more likely than the women to support living together before marriage (52.1 percent for men versus 43.0 percent for women in 1985). Thus, despite the dramatic changes in the views of both sexes toward the traditional woman's role and equal rights for women, men are still more likely than women to support casual sexual encounters and premarital sexual relationships.

Student Values

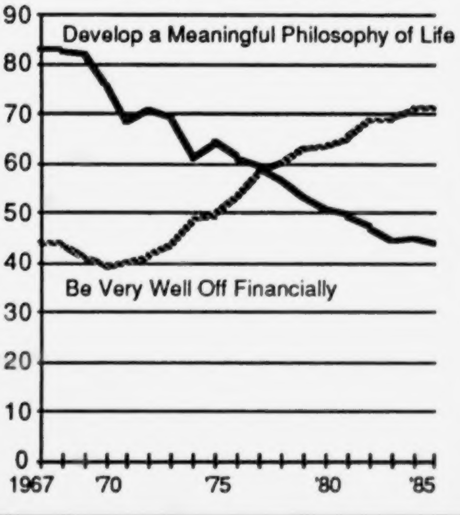
Each year the freshman survey includes a list of fifteen to twenty items describing various personal values or "life goals." Although many of the value statements have waxed and waned in popularity since the 1960s, two of the items have shown especially consistent and contrasting trends. The item showing the strongest upward trend is "being very well-off financially." Over the past 15 years student endorsement of this value has increased dramatically from about 40 percent to more than 70 percent of the entering freshmen (Figure 18). The value showing the most precipitous decline in student endorsement is "developing a meaningful philosophy of life" (Figure 18). This value was the most popular one in 1967, endorsed by over 80 percent of the entering freshmen; by 1985 it fell to seventh on the list, endorsed by only 43.3 percent of the entering freshmen.

Although men are still more likely than women to endorse the value of being very well-off financially, the gap between the sexes has narrowed considerably since 1967. Declines in student commitment to "developing a meaningful philosophy of life" are only slightly less for men than for women.

Figure 18

Freshman Life Goals, 1967-1985

(percentage who identify goal as very important or essential)



While we can only speculate about the reasons for the contrasting patterns in these two values, it is possible that they reflect a common underlying shift in student values during the past two decades. More specifically, it could be argued that acceptance of the goal of making a lot of money obviates the need for some students to develop a "meaningful philosophy of life." Indeed, it may be that some students view making a lot of money as a kind of "philosophy of life" in itself.

Do changes in other value questions reflect similar trends? Most of the values showing large increases in recent years are concerned with money, power, and status: being very well-off financially, being an authority, having administrative responsibility for others, and obtaining recognition. Fall 1985 freshmen (69.7 percent) are also much more likely than students in the early 1970s (49.9 percent) to say that a major reason for attending college is "to be able to make more money." Similarly, they also are almost twice as likely as 1966 freshmen to want to "become an expert in finance and commerce" (13.5 percent in 1966 versus 25.9 percent in Fall 1985). And a far greater proportion want to "have administrative responsibility for the work of others," up to 42.8 percent in 1985, versus 22.5 percent in 1968. In contrast, values showing the largest declines relate to matters of social concern and altruism: helping others (from 68.5 percent in 1966 compared to 63.4 percent 1985), promoting racial understanding (from 38.5 to 32.4 percent between 1977 and 1985), cleaning up the environment (49.2 to 20.3 percent between 1971 and 1985), participation in community action programs (from 29.4 to 22.8 percent between 1970 and 1985), and keeping up with political affairs (dropping to 38.0 percent in 1985, from 57.8 percent in 1966). Creative and artistic goals also showed particularly dramatic declines during the past decade.

These contrasting patterns of value changes are highly consistent with the changes in student majors and career plans discussed earlier. Increased student interest in business, engineering, and computer science is accompanied by a strengthening of materialistic and power values, while decreased student interest in education, social science, the arts, humanities, nursing, social work, allied health, and the clergy is accompanied by declining altruism and social concern.

Financing College

One of the most pronounced trends in the freshman data involves the income levels of students' parents over the past twenty years. Between 1966 and 1985, the proportion of families earning $30,000 or more annually increased from 4.7 percent to 59.6 percent. At the same time, the proportion earning less than $15,000 has declined from 78.9 to only 15.9 percent. These trends are no doubt attributable largely to the effects of inflation over the past two decades. In constant dollars, the proportion of first-time, full-time freshman from low-income families (under $20,000 family income in 1985 dollars) increased slightly from 19.5 percent in 1966 to 22.9 percent in 1985. However, more recent trends in family income among entering freshmen suggest that the proportion of students from lower income families may have declined since 1980.

Has student concern about financing the costs of college changed since 1966? The data show substantially more students today who express a "major concern" about having funds to meet college expenses (13.7 percent compared to 8.6 percent in Fall 1966). This figure actually peaked in 1982 (at 17.2 percent) and has declined somewhat during the past three years.

The data also reveal some significant trends in student financial aid between 1978 and 1985. While student reliance on parental support has remained fairly steady, there has been a sharp drop in the proportion of freshmen receiving Pell Grants (from 31.5 to 19.9 percent), and a corresponding rise in freshman reliance on Guaranteed Student Loans (up to 23.0 percent in 1985, from 10.4 percent in 1978). There has also been a decline in private (non-college, non-governmental) scholarships and grants (from 7.4 to 5.6 percent) and a one-third increase in the proportion of freshmen receiving college grants or scholarships (from 12.5 to 18.5 percent). Finally, the freshman survey data show an increased reliance on part-time employment (from 24.9 to 30.8 percent), as well as a gain in the proportion relying on summer work (up from 40.5 to 48.4 percent between 1984 and 1985). The recent data (from 1978 through 1985) show the impact of added federal financial aid generated by the Middle-Income Student Assistance Act (MISAA), as well as the consequences of recent budget reductions.

In short, it would appear that federal student aid has shifted from grants to loans and that the nation's colleges have attempted to compensate, to some extent, for the loss of federal grant funds by providing more assistance from institutional resources. Students have responded to the declining availability of federal grants by taking on more part-time employment (as well as greater loan debt). Additionally, the decline in private grants suggests that many philanthropic agencies and organizations, assuming that governmental sources are providing adequate financial aid options, have shifted funds previously allocated for student scholarships to other programs. These trends are quite pronounced.

However, we know little about the effects of the rising student reliance on loans and work on such outcomes as college choice, academic performance, retention, career preferences, and career development.

A Summary of Major Trends

The freshman survey data are a rich resource of information about the nation's college students over the past twenty years. We offer a summary of the major trends below.

The Changing Role of Women

Perhaps the most dramatic changes revealed in our data concern the effects of the Women's Movement and the changing role of women in American society. Evidence of these changes comes to us from all directions:

a) *Dramatic shifts in preferences for majors and careers,* away from the traditional fields of school teaching, nursing, social work, and homemaking toward business, law, medicine, science, and engineering, coupled with greater interest in advanced degrees.

b) *Behavioral changes,* including increased cigarette smoking and alcohol consumption, and greater participation in competitive sports.

c) *Attitudinal changes,* including much greater support for job equality for women and rejection of the traditional homemaker role for married women.

d) *Value changes,* reflected in widespread endorsement by women of traditionally male materialistic and power goals.

e) *Demographic changes,* reflected in more women entering higher education and a greater proportion of college women reporting working mothers.

Major and Career Preferences

The field which has experienced the largest and most consistent surge in student popularity over the past twenty years has been business. Women have accounted for much of this change, although the shift has occurred among men as well. Computer science showed dramatic growth from the mid-1970s through 1980 but has since dropped sharply. Engineering has been perhaps the most volatile of the major field and career preferences: it nearly doubled in popularity between 1974 and 1983, but has also fallen somewhat over the past three years.

The big losses have involved education and the traditional liberal arts and science fields: the humanities, fine and performing arts, social sciences, and the natural sciences. These declines have averaged 50 percent over the past twenty years; several fields have lost as much as 80 percent of their prospective majors between 1966 and 1985.

The career field that has lost the largest absolute number of students has been school teaching. Despite a slight rebound since 1983, student interest in elementary and secondary school teaching is still only one-fourth of what it was in the late 1960s. Although the absolute numbers are smaller, the careers of college teacher and scientific researcher have experienced better than 80 percent losses since the mid-1960s. Other career fields showing substantial declines in student interest involve almost all the human service occupations (such as the clergy, social work, nursing, and the allied health professions).

Given the nation's great historical reliance on its human and scientific resources, the substantial decline of student interest in all scientific fields and such careers as college teacher and scientific researcher should be viewed with some alarm. In the long run, this problem will only be exacerbated by the declining student interest in teaching at all levels. Moreover, given the expected declines in the overall size of the college-trained population entering the labor market through the year 2000, these declines in the proportions of students interested in scientific fields and careers can only extend existing shortages in the nation's talent pool of highly trained professionals.

Attitudes and Values

The freshman survey data show significant and complex changes in student attitudes and values over the past two decades:

a) *Greater interest in material and power goals, coupled with decreased social concern and altruism.* These changes exactly parallel the changes in college major and career preferences summarized above.

b) *Greater support for student autonomy,* and for reduced institutional control over the lives and life choices of students.

c) *Much greater support for many traditionally "liberal" views,* despite the popular perception of rising conservatism. This support extends to an array of issues including school busing, reduced defense spending, and equality for women. Additionally, there has been no weakening in the majority support for increased taxation of the wealthy, legalized abortion, and opposition to laws prohibiting homosexuality.

d) *Some moderation in student support for selected political and social issues,* as the size of the majority support for greater government involvement in pollution control, consumer protection, and energy conservation has declined in recent years.

d) *Much greater support for conservative positions on crime and punishment,* particularly less opposition to the death penalty, less concern for the rights of the accused, and less support for the legalization of marijuana.

An Editorial Postscript

We would like to close by considering the more practical question of what the academic community can -- or should -- do about these trends, particularly the changes in careers, majors, and values. One possibility is suggested by the fact that the labor market for new college graduates is a kind of zero-sum game: there are only so many jobs to go around, and only so many candidates to fill these jobs. If present trends continue, it is difficult to see how we can avoid having an oversupply of graduates looking for jobs in business and a serious undersupply of school teachers. When this happens -- and it is already under way in some states -- colleges and universities might be able to provide a very important service in the form of credentialing programs designed to convert would-be engineers and business women and men who cannot find jobs into school teachers. A well-designed program of this type might be able to effect a successful conversion with an intensive one-year experience that would include practice teaching as well as other appropriate courses and experiences.

But what about the pending demise of the liberal education? One very practical question is whether the higher education community should adapt passively to these "market" trends in student expectations, or whether the inherent dangers in such trends should be recognized and curricula revised accordingly. Should colleges simply phase out their programs in the humanities, cut back on their social science and education programs, and expand their offerings in business and technology? Or should faculty and administrators begin to rebuild the undergraduate curriculum in more creative ways? Is it time, for example, to require courses that deal directly with such issues as the purposes of a liberal education, the relationship between education and work, the relationship between education and the quality of life, the effect of technology on lifestyles, or the relative merits of material versus spiritual values? Should institutions consider the possibility of requiring a "public service" component in the undergraduate curriculum, one which would promote values of concern for others, generosity, empathy, and community responsibility? Should campuses start encouraging secondary schools to introduce similar curricular changes? We obviously cannot provide answers to these questions, but we believe they are certainly worth asking in most of our institutions. At a minimum, it would seem that faculty, administrators, and higher education planners at the state level need to explore such questions.

In summary, we would like to say a few more words about careers in teaching, which have declined in popularity by nearly 75 percent since the late 1960s. Additional analyses of the freshman survey data indicate that although the teachers-in-training of the 1960s tended to be less well-prepared than students aspiring to nonteaching careers, the much smaller group of today's aspiring teachers is even *less* well-prepared compared to students in other fields; they are, in fact, the poorest prepared of all career goal groups (Astin, 1985a). We do not think that it is overstating the case to say that our schools are approaching a state of crisis.

While there are many reasons why teaching is so unattractive to well-prepared students, we believe that we in the nation's colleges must share some of the blame. The patronizing attitude of academics toward education is reflected in a variety of ways. For example, twenty-five years ago there were more than 200 teachers' colleges in the United States; today there are practically none. Virtually none of the country's most elite institutions -- the colleges which enroll the nation's brightest students -- offers an undergraduate major in education or a systematic teacher training program for undergraduates. Bright students who want to become school teachers are frequently encouraged to switch into some other, more "demanding" field, and teaching is not valued in the reward structure of most of our major universities.

We in the higher education community are fond of criticizing the secondary schools, but could it be that the chickens are coming home to roost? Are not the declining educational competencies of today's freshmen at least partly attributable to the poor quality of the teachers that are sent out to educate them? Can the current public cynicism and negativism about higher education be in part our own doing? The condescending attitudes of academics toward the art and profession of teaching have not gone unnoticed by the students who have passed through our institutions over the past several decades. Nor have the students been shielded from the publish-or-perish philosophy which gives low priority to teaching. Many of our voting citizens, and practically all of our politicians and policymakers, have been exposed to four or more years of higher education and have almost certainly acquired some of their professors' attitudes about teaching and education. We believe that if the next generation of college students is exposed to a different kind of experience -- one where learning, the art of teaching, and the preparation of teachers are valued rather than denigrated -- then public support for higher education is almost certain to increase.

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Twenty Year Trends for Freshman Men

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEMOGRAPHIC DATA AND OTHER CHARACTERISTICS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
AGE																				
16 or younger	–	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0
17	–	3.9	3.7	3.1	3.2	2.6	3.0	3.3	2.6	2.7	2.9	2.5	2.5	2.2	2.0	1.8	1.9	1.9	2.0	2.0
18	–	73.4	72.4	70.0	70.4	70.5	71.1	71.9	71.9	70.6	71.5	71.7	72.5	71.0	69.1	70.6	70.7	69.3	69.9	68.7
19	–	16.4	16.2	17.0	16.5	18.6	18.2	17.9	18.8	19.4	19.2	19.9	20.2	20.9	22.1	22.4	22.3	23.0	22.7	23.7
20	–	2.2	2.6	2.7	2.4	2.6	2.6	2.4	2.7	2.6	2.6	2.6	2.3	2.6	2.7	2.4	2.4	2.5	2.6	2.5
21 or older †	–	4.0	5.1	7.1	7.4	5.7	5.1	4.4	4.0	4.6	3.9	3.3	2.5	3.3	4.0	2.8	2.7	3.3	2.8	2.9
RACIAL/ETHNIC BACKGROUND ◊																				
American Indian	0.5	0.6	0.7	0.3	*0.7*	1.0	1.1	0.8	0.8	0.9	1.0	0.8	0.8	1.0	0.8	1.1	1.0	1.0	1.0	1.0
Oriental/Asian-American	0.8	0.9	1.2	1.8	*1.2*	0.5	1.1	1.2	1.0	1.6	2.2	1.2	1.2	1.6	1.6	1.2	1.5	1.7	1.8	2.1
Other	3.3	4.5	5.1	1.2	*1.2*	1.2	1.8	1.5	1.8	2.1	1.9	1.9	1.9	2.2	1.8	1.8	1.5	1.8	1.7	1.5
White/Caucasian	90.9	90.1	88.3	91.6	*91.9*	92.1	88.4	89.1	89.4	87.2	87.1	87.9	89.3	87.2	87.0	89.5	89.0	88.0	86.9	87.3
Black/Negro/Afro-American	4.5	3.9	4.7	5.1	*5.3*	5.5	7.6	7.0	6.5	8.0	7.3	7.8	7.2	8.2	8.0	7.5	7.6	7.8	8.6	8.1
Mexican-American/Chicano	–	–	–	–	–	1.1	1.6	1.3	1.6	1.8	1.6	1.4	1.0	1.1	2.1	0.9	0.9	0.9	0.9	1.0
Puerto Rican-American	–	–	–	–	–	0.2	0.6	0.5	0.6	0.7	0.6	0.9	0.9	1.1	0.8	0.6	0.9	0.7	0.8	0.6
◊ Only one response per student allowed in 1966-70. Multiple responses allowed since 1971.																				
MARITAL STATUS																				
No †	–	–	–	–	–	97.0	97.7	97.9	98.2	97.9	98.4	98.8	99.1	98.9	98.7	99.0	99.0	98.9	99.1	99.0
Yes †	–	–	–	–	–	3.0	2.3	2.1	1.8	2.1	1.6	1.2	0.9	1.1	1.3	1.0	1.0	1.1	0.9	1.0
CITIZENSHIP STATUS																				
Yes †	–	–	–	97.7	98.2	–	97.6	97.5	–	–	–	–	–	–	–	–	97.4	97.1	96.9	97.4
No †	–	–	–	2.3	1.8	–	2.3	2.4	–	–	–	–	–	–	–	–	2.6	2.9	3.1	2.6
TWIN STATUS																				
No	–	–	–	–	–	–	–	–	–	–	–	98.2	–	–	–	98.2	98.2	98.3	98.2	98.2
Yes, identical	–	–	–	–	–	–	–	–	–	–	–	0.6	–	–	–	0.7	0.6	0.7	0.7	0.7
Yes, fraternal	–	–	–	–	–	–	–	–	–	–	–	1.2	–	–	–	1.1	1.1	1.1	1.1	1.1
VETERAN STATUS																				
No	–	–	–	–	93.9	95.0	96.3	96.9	96.4	96.0	96.7	97.4	98.1	97.8	97.5	98.2	98.2	–	–	–
Yes †	–	–	–	–	6.1	5.0	3.7	3.1	3.6	4.0	3.3	2.6	1.9	2.2	2.5	1.8	1.8	–	–	–

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
MOTHER'S EDUCATION																				
Grammar school or less	6.3	6.6	6.8	6.5	7.2	5.3	5.9	4.6	4.7	4.9	4.5	4.2	3.5	3.8	3.9	2.6	2.6	2.9	3.1	2.6
Some high school	14.1	14.6	15.7	15.0	14.8	13.6	13.3	12.2	11.3	11.6	10.7	10.5	8.9	9.5	8.9	7.8	7.5	7.5	7.1	6.7
High school graduate	43.9	44.2	45.1	45.3	44.3	47.0	45.6	44.4	43.7	44.0	43.7	44.5	43.2	42.2	42.4	42.7	41.7	41.4	39.8	38.8
Postsecondary school other than college	–	–	–	–	–	–	–	6.0	6.2	5.8	6.2	6.2	6.7	6.6	6.5	6.5	7.2	7.3	7.4	7.6
Some college	18.6	17.9	17.5	17.3	17.2	16.8	16.7	13.7	14.3	13.3	13.3	13.2	13.9	14.2	14.0	14.1	14.3	14.7	15.1	16.0
College degree	14.5	13.9	12.6	13.2	13.7	14.4	12.7	13.0	13.6	13.8	14.7	14.5	15.8	15.5	16.3	17.5	17.6	16.9	17.7	17.6
Some graduate school	–	–	–	–	–	–	2.1	1.9	1.8	1.8	1.9	1.9	2.2	2.2	2.1	2.1	2.2	2.3	2.3	2.6
Graduate degree	2.6	2.7	2.3	2.6	2.8	2.8	3.7	4.2	4.3	4.7	4.9	5.0	5.8	5.9	6.0	6.6	6.9	7.0	7.5	8.1
MOTHER'S CURRENT OCCUPATION																				
Artist	–	–	–	–	–	–	–	–	–	–	1.1	1.2	1.1	1.1	1.1	1.3	1.4	1.4	1.4	1.6
Businesswoman	–	–	–	–	–	–	–	–	–	–	6.9	7.0	7.8	8.3	8.9	9.8	10.1	10.8	11.2	12.5
Business (clerical)	–	–	–	–	–	–	–	–	–	–	8.8	9.0	9.6	9.7	10.2	10.3	10.6	10.7	10.8	10.5
Clergy or religious worker	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1
College teacher	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.3	0.3	0.3
Doctor or dentist	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.4	0.4
Educator (secondary school)	–	–	–	–	–	–	–	–	–	–	2.6	2.6	2.9	3.0	3.0	3.5	3.6	3.2	3.4	3.6
Elementary school teacher	–	–	–	–	–	–	–	–	–	–	5.4	5.4	5.6	5.6	5.6	6.1	6.1	5.5	5.6	5.9
Engineer	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.1
Farmer or forester	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.3	0.3	0.4	0.4	0.4	0.4	0.4
Health professional	–	–	–	–	–	–	–	–	–	–	1.4	1.4	1.4	1.5	1.5	1.7	1.8	1.8	1.7	1.8
Homemaker	–	–	–	–	–	–	–	–	–	–	33.7	31.6	31.3	29.2	28.1	23.4	23.1	25.2	24.0	21.9
Lawyer	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2
Nurse	–	–	–	–	–	–	–	–	–	–	5.8	6.4	6.7	6.7	6.7	7.6	7.9	7.4	7.5	7.7
Research scientist	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
Skilled worker	–	–	–	–	–	–	–	–	–	–	1.9	2.0	2.0	2.1	2.1	2.1	2.2	2.2	2.4	2.2
Semiskilled or unskilled worker †	–	–	–	–	–	–	–	–	–	–	6.1	6.5	5.7	6.3	6.4	6.3	6.3	6.1	5.6	5.8
Social worker	–	–	–	–	–	–	–	–	–	–	–	1.1	1.1	1.2	1.2	1.2	1.3	1.3	1.3	1.3
Unemployed	–	–	–	–	–	–	–	–	–	–	10.2	10.2	9.5	9.4	8.9	9.0	8.4	7.3	7.4	7.3
Other	–	–	–	–	–	–	–	–	–	–	14.8	14.3	14.2	14.7	14.8	16.3	15.9	15.4	16.1	16.3
FATHER'S EDUCATION																				
Grammar school or less	10.0	11.0	10.8	10.1	10.8	8.8	9.0	7.2	7.4	7.3	7.0	6.2	5.3	5.5	5.5	4.3	3.8	4.2	4.3	3.4
Some high school	16.7	17.3	18.2	17.7	16.5	16.7	15.7	14.5	13.1	13.8	12.7	12.8	11.0	11.2	11.2	9.7	9.3	9.9	9.1	8.6
High school graduate	30.0	30.0	31.2	31.1	30.3	31.9	31.4	29.8	29.7	29.8	29.0	29.7	28.6	28.5	29.5	29.3	29.6	29.1	28.6	28.4
Postsecondary school other than college	–	–	–	–	–	–	–	3.9	4.3	3.8	4.1	4.1	4.4	4.1	4.2	4.5	4.6	4.9	5.0	5.0
Some college	18.2	17.1	17.1	16.8	16.6	16.4	15.8	13.9	14.0	13.5	13.3	13.2	13.5	13.4	13.0	13.4	13.5	13.8	13.9	14.2
College degree	16.0	15.4	15.0	16.1	16.8	17.6	15.5	16.8	17.3	17.6	18.6	19.1	20.2	20.2	19.8	21.0	20.9	20.1	20.8	20.3
Some graduate school	–	–	–	–	–	–	2.3	2.2	2.2	2.1	2.3	2.3	2.6	2.4	2.3	2.4	2.4	2.4	2.4	2.8
Graduate degree	9.1	9.2	7.8	8.3	8.9	8.7	10.2	11.7	11.9	12.0	12.9	12.6	14.4	14.7	14.6	15.4	15.9	15.6	15.9	17.2

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
FATHER'S CURRENT OCCUPATION																				
Artist	–	0.8	0.8	0.8	0.8	0.8	0.8	–	0.7	0.7	0.9	0.9	0.9	0.8	0.9	0.9	1.0	0.9	0.9	0.9
Businessman	–	30.8	29.9	29.5	30.1	29.7	30.2	–	28.1	27.0	29.8	29.7	30.8	30.7	30.1	30.4	30.8	30.4	30.5	30.6
Clergy or religious worker	–	1.0	0.8	0.9	1.0	0.8	0.9	–	1.0	1.1	1.1	1.1	1.1	1.1	1.0	1.1	1.0	0.9	0.9	1.0
College teacher	–	0.6	0.6	0.6	0.6	0.7	0.8	–	1.2	1.1	0.8	0.8	0.9	0.9	0.9	0.9	0.9	0.9	1.0	0.9
Doctor or dentist	–	2.3	1.9	1.9	2.0	1.8	1.9	–	2.0	2.1	2.3	2.1	2.4	2.3	2.3	2.4	2.4	2.4	2.3	2.3
Educator (secondary school)	–	1.9	1.9	1.9	2.2	2.1	2.4	–	2.0	2.0	3.1	3.1	3.4	3.5	3.2	3.8	3.8	3.6	3.6	3.5
Elementary school teacher	–	0.3	0.3	0.3	0.4	0.3	0.3	–	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.7	0.6	0.7	0.6	0.8
Engineer	–	6.8	6.7	7.0	7.0	7.5	7.7	–	6.6	6.7	8.9	8.7	9.4	8.7	8.9	9.1	9.0	8.8	8.6	8.7
Farmer or forester	–	7.2	6.9	5.9	5.8	6.7	5.9	–	5.0	4.4	3.7	3.4	3.1	3.4	3.7	4.2	3.8	3.5	3.6	3.9
Health professional	–	1.1	1.1	1.3	1.2	1.2	1.2	–	1.0	1.1	1.4	1.4	1.4	1.4	1.3	1.4	1.4	1.4	1.3	1.3
Lawyer	–	1.2	1.0	1.1	1.2	1.1	1.2	–	1.3	1.3	1.3	1.3	1.5	1.5	1.6	1.5	1.6	1.5	1.6	1.6
Military career	–	1.7	1.6	1.8	1.7	2.1	2.0	–	1.7	1.7	2.1	2.0	1.9	2.0	1.8	2.0	1.8	1.9	1.7	1.6
Research scientist	–	0.5	0.5	0.5	0.5	0.5	0.5	–	0.6	0.6	0.7	0.6	0.7	0.6	0.7	0.6	0.6	0.7	0.5	0.6
Skilled worker	–	13.8	14.1	14.6	13.1	13.5	13.2	–	18.7	18.0	12.0	12.1	11.8	11.7	12.2	12.1	12.1	11.7	11.7	11.3
Semiskilled or unskilled worker †	–	12.8	14.0	13.4	13.5	12.2	12.0	–	9.7	10.0	10.5	10.5	8.8	9.1	9.4	8.5	8.5	9.0	8.9	8.8
Unemployed	–	0.8	1.0	1.1	1.3	1.2	1.9	–	2.0	3.0	2.2	2.2	2.1	2.1	2.3	1.7	1.8	2.5	2.4	2.4
Other	–	16.4	17.0	17.5	17.1	17.6	17.0	–	17.8	18.5	18.6	19.6	19.4	19.6	19.1	18.9	18.8	19.3	19.9	19.6
ESTIMATED PARENTAL INCOME																				
Less than $6,000	19.1	*17.6*	16.1	14.0	12.6	11.3	12.8	10.2	9.3	9.8	9.3	8.5	7.0	6.6	6.2	4.8	4.3	4.5	4.8	3.8
$6,000-9,999	35.6	*34.6*	33.6	30.5	24.7	22.7	18.7	15.2	13.3	11.4	10.4	9.3	7.3	7.2	6.3	5.3	4.5	4.7	4.5	3.5
$10,000-14,999	25.1	*26.4*	27.7	29.4	32.3	33.1	31.6	30.5	29.5	25.7	23.2	20.3	17.0	14.3	12.7	10.9	9.3	9.7	8.8	6.4
$15,000-19,999	8.9	*9.9*	10.8	12.1	13.3	14.6	15.2	17.5	17.5	18.3	18.1	18.0	16.9	14.5	12.4	10.4	8.7	8.6	7.7	6.8
$20,000-24,999	4.2	*4.6*	4.9	5.9	7.0	7.9	8.8	10.9	12.2	13.0	14.1	15.6	17.2	17.3	17.2	15.4	13.7	12.7	11.3	8.7
$25,000-29,999	2.1	*2.3*	2.4	2.7	3.3	3.7	4.2	5.2	6.0	7.2	7.9	9.1	10.2	10.8	11.4	12.1	12.2	10.8	10.4	8.9
$30,000 or more	4.9	*4.8*	4.7	5.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
$30,000-34,999	–	–	–	–	2.1	2.2	2.8	3.4	3.8	4.7	5.6	6.5	8.0	8.6	9.8	10.9	12.1	11.8	11.0	11.3
$35,000-39,999	–	–	–	–	1.1	1.2	1.6	1.9	2.3	2.7	3.3	3.6	4.6	5.6	6.4	8.1	8.8	8.7	9.1	9.7
$40,000 or more	–	–	–	–	3.5	3.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
$40,000-49,999	–	–	–	–	–	–	1.6	1.9	2.2	2.6	2.9	3.4	4.5	6.2	7.4	9.5	11.0	11.7	12.9	12.5
$50,000 or more	–	–	–	–	–	–	2.7	3.4	4.0	4.6	5.1	5.7	7.3	–	–	–	–	–	–	–
$50,000-$59,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	9.9
$50,000-99,999	–	–	–	–	–	–	–	–	–	–	–	–	–	6.7	7.6	9.9	12.0	13.0	14.9	
$60,000-74,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	7.3
$75,000-99,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
$100,000 or more	–	–	–	–	–	–	–	–	–	–	–	–	–	2.2	2.4	2.9	3.5	3.7	4.5	–
$100,000-149,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.3
$150,000 or more	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.2

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
CURRENT RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	51.6	47.3	44.0	48.5	48.9	38.7	36.1	44.7	46.4	44.9	43.3	43.9	44.5	33.0	33.3	34.9	33.2	31.6	41.9	44.5
Roman Catholic	27.8	30.2	31.1	28.9	31.0	30.1	30.4	34.6	33.4	34.4	35.6	37.2	37.7	38.1	38.3	36.6	38.5	38.9	38.5	36.5
Eastern Orthodox	–	–	–	–	0.5	–	–	0.6	0.5	0.7	0.6	0.8	0.7	–	–	–	–	–	0.8	0.6
Jewish	4.1	4.9	4.1	3.4	4.4	2.8	3.6	5.0	3.8	3.7	3.9	4.0	4.3	3.8	3.4	3.2	3.1	3.2	3.2	3.0
Buddhist	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.3	0.4
Muslim (Islamic)	–	–	–	0.2	0.2	–	–	0.2	0.3	0.3	0.3	0.2	0.3	–	–	–	–	–	0.3	0.3
Other religion	7.7	8.2	9.5	3.8	3.8	12.0	13.7	3.6	4.0	4.2	4.8	3.8	3.5	15.8	15.2	16.4	16.5	17.1	5.3	4.8
None	8.8	9.5	11.4	15.3	11.0	16.3	16.1	11.4	11.8	11.9	11.7	10.0	9.0	9.4	9.8	8.9	8.7	9.2	9.7	9.9
Other Christian Denominations																				
Baptist	–	–	–	11.2	13.9	–	–	12.9	12.9	13.0	11.6	12.0	12.2	–	–	–	–	–	14.0	14.0
Congregational (United Church of Christ)	–	–	–	3.7	2.1	–	–	1.7	1.8	1.6	1.7	2.0	1.8	–	–	–	–	–	1.7	1.5
Episcopal	–	–	–	3.1	3.0	–	–	2.9	2.8	2.6	2.6	2.8	3.0	–	–	–	–	–	–	2.5
Latter Day Saints (Mormon)	–	–	–	0.8	0.2	–	–	0.3	0.5	0.3	0.3	0.2	0.2	–	–	–	–	–	0.2	0.2
Lutheran	–	–	–	6.6	6.4	–	–	5.6	6.5	5.8	6.1	5.5	5.6	–	–	–	–	–	5.6	5.8
Methodist	–	–	–	11.1	10.8	–	–	10.2	10.1	9.9	8.9	9.9	9.7	–	–	–	–	–	9.8	9.5
Presbyterian	–	–	–	6.1	6.2	–	–	5.7	5.7	5.8	5.4	5.5	5.8	–	–	–	–	–	–	5.0
Quaker (Society of Friends)	–	–	–	0.3	0.2	–	–	0.2	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Seventh Day Adventist	–	–	–	0.3	0.3	–	–	0.3	0.3	0.5	0.6	0.3	0.4	–	–	–	–	–	0.2	0.2
Unitarian-Universalist	–	–	–	0.5	0.5	–	–	0.3	0.3	0.3	0.3	0.3	0.3	–	–	–	–	–	0.2	–
Other Protestant	–	–	–	4.8	5.3	–	–	4.6	5.3	4.9	5.6	5.2	5.3	–	–	–	–	–	10.0	5.6
MOTHER'S RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	–	–	–	–	55.9	–	–	–	52.4	51.5	49.1	49.3	49.7	36.7	36.8	38.2	36.6	34.7	45.7	48.6
Roman Catholic	–	–	–	–	32.8	–	–	–	35.8	36.5	37.9	39.0	38.6	39.5	39.9	37.8	39.8	40.2	39.4	37.6
Eastern Orthodox	–	–	–	–	0.6	–	–	–	0.6	0.7	0.7	0.9	0.8	–	–	–	–	–	1.0	0.7
Jewish	–	–	–	–	5.1	–	–	–	4.3	4.2	4.3	4.4	4.8	4.1	3.8	3.5	3.4	3.6	3.7	3.4
Buddhist	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.4	0.5
Muslim (Islamic)	–	–	–	–	0.1	–	–	–	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.3	0.3
Other religion	–	–	–	–	2.8	–	–	–	2.9	3.1	3.8	3.1	3.0	15.9	15.4	16.6	16.7	17.5	5.2	4.4
None	–	–	–	–	2.7	–	–	–	3.7	3.7	3.9	3.3	3.0	3.8	4.2	3.8	3.7	4.1	4.4	4.6
Other Christian Denominations																				
Baptist	–	–	–	–	15.4	–	–	–	14.0	14.3	12.4	13.0	13.0	–	–	–	–	–	14.4	14.3
Congregational (United Church of Christ)	–	–	–	–	2.6	–	–	–	2.1	1.9	2.0	2.2	2.1	–	–	–	–	–	1.9	1.7
Episcopal	–	–	–	–	3.7	–	–	–	3.4	3.3	3.2	3.4	3.5	–	–	–	–	–	–	2.8
Latter Day Saints (Mormon)	–	–	–	–	0.3	–	–	–	0.4	0.3	0.3	0.2	0.2	–	–	–	–	–	0.2	0.3
Lutheran	–	–	–	–	7.1	–	–	–	7.4	6.6	6.9	6.1	6.1	–	–	–	–	–	6.2	6.3
Methodist	–	–	–	–	12.4	–	–	–	11.7	11.6	10.3	11.3	11.2	–	–	–	–	–	11.0	10.7
Presbyterian	–	–	–	–	7.6	–	–	–	6.8	7.0	6.5	6.4	6.9	–	–	–	–	–	–	5.8
Quaker (Society of Friends)	–	–	–	–	0.2	–	–	–	0.1	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Seventh Day Adventist	–	–	–	–	0.3	–	–	–	0.3	0.6	0.6	0.3	0.4	–	–	–	–	–	0.2	0.3
Unitarian-Universalist	–	–	–	–	0.5	–	–	–	0.4	0.3	0.3	0.4	0.4	–	–	–	–	–	0.3	–
Other Protestant	–	–	–	–	5.8	–	–	–	5.8	5.4	6.4	5.8	5.7	–	–	–	–	–	11.3	6.2

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
FATHER'S RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	–	–	–	–	–	–	–	–	50.6	49.5	47.2	47.5	47.9	35.9	36.4	37.7	36.0	34.4	44.4	46.7
Roman Catholic	–	–	–	–	–	–	–	–	34.2	35.1	36.2	37.7	37.5	38.2	38.2	36.2	37.9	38.1	38.1	36.3
Eastern Orthodox	–	–	–	–	–	–	–	–	0.6	0.8	0.7	0.9	0.8	–	–	–	–	–	1.0	0.7
Jewish	–	–	–	–	–	–	–	–	4.5	4.3	4.5	4.5	5.0	4.2	3.9	3.6	3.5	3.7	3.7	3.5
Buddhist	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.3	0.4
Muslim (Islamic)	–	–	–	–	–	–	–	–	0.2	0.2	0.3	0.2	0.3	–	–	–	–	–	0.3	0.3
Other religion	–	–	–	–	–	–	–	–	2.8	2.8	3.6	2.8	2.6	15.4	14.6	15.9	16.2	17.0	4.8	4.1
None	–	–	–	–	–	–	–	–	7.3	7.2	7.4	6.3	5.9	6.3	7.0	6.5	6.4	6.8	7.5	7.9
Other Christian Denominations																				
Baptist	–	–	–	–	–	–	–	–	13.4	13.5	11.8	12.4	12.6	–	–	–	–	–	14.1	13.7
Congregational (United Church of Christ)	–	–	–	–	–	–	–	–	2.0	1.8	1.9	2.1	1.9	–	–	–	–	–	1.7	1.7
Episcopal	–	–	–	–	–	–	–	–	3.1	3.0	2.9	3.1	3.1	–	–	–	–	–	–	2.5
Latter Day Saints (Mormon)	–	–	–	–	–	–	–	–	0.4	0.2	0.2	0.2	0.1	–	–	–	–	–	0.2	0.2
Lutheran	–	–	–	–	–	–	–	–	7.2	6.5	6.8	6.1	6.0	–	–	–	–	–	6.0	6.3
Methodist	–	–	–	–	–	–	–	–	11.3	11.2	10.0	10.8	10.8	–	–	–	–	–	10.5	10.1
Presbyterian	–	–	–	–	–	–	–	–	6.7	7.0	6.4	6.2	6.7	–	–	–	–	–	–	5.7
Quaker (Society of Friends)	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Seventh Day Adventist	–	–	–	–	–	–	–	–	0.3	0.4	0.5	0.3	0.4	–	–	–	–	–	0.2	0.2
Unitarian-Universalist	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.3	0.3	–	–	–	–	–	0.3	–
Other Protestant	–	–	–	–	–	–	–	–	5.7	5.4	6.2	5.8	5.8	–	–	–	–	–	11.2	6.1
PHYSICALLY HANDICAPPED/DISABLED ◊																				
No	–	–	–	–	–	–	–	–	–	–	–	–	97.2	97.0	96.9	94.1	94.3	–	–	–
Yes	–	–	–	–	–	–	–	–	–	–	–	–	2.8	3.0	3.1	5.9	5.7	–	–	–
◊ "handicapped" used in 1978-80, "disabled" in 1981-82.																				
TYPE OF PHYSICAL HANDICAP OR DISABILITY ◊																				
Hearing	–	–	–	–	–	–	–	–	–	–	–	–	11.7	10.9	13.4	9.6	8.7	0.7	1.0	1.1
Speech	–	–	–	–	–	–	–	–	–	–	–	–	5.1	5.3	4.2	2.9	2.6	0.3	0.4	0.4
Visual-partially sighted/blind †	–	–	–	–	–	–	–	–	–	–	–	–	36.1	35.0	27.9	48.5	44.8	2.2	2.2	2.2
Orthopedic	–	–	–	–	–	–	–	–	–	–	–	–	18.3	17.2	18.7	13.6	14.3	0.9	1.0	0.9
Learning disabled	–	–	–	–	–	–	–	–	–	–	–	–	5.2	4.9	6.8	5.7	6.5	0.8	1.2	1.3
Other	–	–	–	–	–	–	–	–	–	–	–	–	19.2	15.8	15.9	7.6	7.8	1.3	1.5	1.4
Health related	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	12.4	10.4	0.8	1.0	1.1
◊ From 1978 to 1982, only handicapped/disabled students were asked to respond to this item. Beginning in 1983, all students were asked to respond.																				
DOES YOUR HANDICAP REQUIRE ARCHITECTURAL ACCOMMODATIONS (wheelchair ramps, elevators, etc.)																				
No	–	–	–	–	–	–	–	–	–	–	–	–	97.8	94.8	96.5	98.3	97.8	–	–	–
Yes	–	–	–	–	–	–	–	–	–	–	–	–	2.2	5.2	3.5	1.7	2.2	–	–	–

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
SELF-RATING ABOVE AVERAGE OR TOP 10 PERCENT ON THE FOLLOWING SKILLS AND TRAITS																				
Academic ability	56.4	–	–	–	–	49.6	–	–	53.1	–	51.5	–	–	–	52.6	–	–	–	–	57.8
Athletic ability	45.6	–	–	–	–	45.8	–	–	50.6	–	51.7	–	–	–	54.6	–	–	–	–	–
Artistic ability	16.1	–	–	–	–	16.1	–	–	17.8	–	20.1	–	–	–	21.7	–	–	–	–	24.5
Cheerfulness	50.6	–	–	–	–	47.7	–	–	47.2	–	50.3	–	–	–	50.7	–	–	–	–	–
Defensiveness	28.3	–	–	–	–	26.8	–	–	27.4	–	27.1	–	–	–	29.2	–	–	–	–	–
Drive to achieve	55.9	–	–	–	–	51.1	–	–	59.5	–	61.1	–	–	–	63.6	–	–	–	–	62.4
Leadership ability	40.7	–	–	–	–	38.6	–	–	45.8	–	47.2	–	–	–	50.2	–	–	–	–	56.2
Mathematical ability	43.5	–	–	–	–	37.6	–	–	39.4	–	40.0	–	–	–	42.4	–	–	–	–	46.0
Mechanical ability	36.6	–	–	–	–	34.7	–	–	37.0	–	37.2	–	–	–	40.7	–	–	–	–	–
Originality	37.6	–	–	–	–	34.8	–	–	38.3	–	40.1	–	–	–	44.3	–	–	–	–	–
Physical attractiveness	–	–	–	–	–	–	–	–	28.1	–	30.8	–	–	–	35.5	–	–	–	–	–
Political conservatism	17.9	–	–	–	–	10.4	–	–	13.0	–	15.2	–	–	–	17.4	–	–	–	–	–
Political liberalism	20.4	–	–	–	–	25.7	–	–	22.4	–	20.9	–	–	–	16.6	–	–	–	–	–
Popularity	34.7	–	–	–	–	31.9	–	–	33.7	–	34.5	–	–	–	37.3	–	–	–	–	49.2
Popularity with the opposite sex	32.3	–	–	–	–	30.2	–	–	32.7	–	34.5	–	–	–	39.4	–	–	–	–	–
Public speaking ability	23.9	–	–	–	–	21.3	–	–	23.2	–	23.9	–	–	–	25.7	–	–	–	–	–
Self-confidence (intellectual)	40.5	–	–	–	–	38.7	–	–	46.2	–	47.7	–	–	–	51.8	–	–	–	–	62.3
Self-confidence (social)	33.1	–	–	–	–	29.8	–	–	37.0	–	39.4	–	–	–	43.3	–	–	–	–	51.6
Sensitivity to criticism	24.6	–	–	–	–	23.0	–	–	22.8	–	22.4	–	–	–	23.0	–	–	–	–	–
Stubbornness	36.4	–	–	–	–	35.4	–	–	35.9	–	34.5	–	–	–	36.0	–	–	–	–	–
Understanding of others	55.0	–	–	–	–	58.4	–	–	61.4	–	61.4	–	–	–	64.4	–	–	–	–	–
Writing ability	25.7	–	–	–	–	26.5	–	–	28.9	–	30.5	–	–	–	30.5	–	–	–	–	35.6
Physical health	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	72.4
Emotional health	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	65.2
NUMBER OF PEOPLE CURRENTLY DEPENDENT ON PARENTS FOR SUPPORT (INCLUDING SELF AND PARENTS, IF APPLICABLE)																				
One	–	–	–	–	–	–	–	–	–	–	–	–	6.0	7.2	7.0	6.4	6.4	7.1	7.2	7.8
Two	–	–	–	–	–	–	–	–	–	–	–	–	9.3	10.9	10.7	10.8	11.6	13.1	13.2	13.9
Three	–	–	–	–	–	–	–	–	–	–	–	–	19.1	20.1	20.3	20.6	21.4	23.6	23.3	22.1
Four	–	–	–	–	–	–	–	–	–	–	–	–	25.4	24.6	25.5	26.5	27.1	28.6	29.1	27.8
Five	–	–	–	–	–	–	–	–	–	–	–	–	22.5	21.0	21.1	21.1	20.0	17.8	18.1	17.9
Six or more	–	–	–	–	–	–	–	–	–	–	–	–	17.7	16.2	15.4	14.6	13.6	9.8	9.1	10.6
NUMBER OF DEPENDENTS OTHER THAN STUDENT CURRENTLY ATTENDING COLLEGE																				
None	–	–	–	–	–	–	–	–	–	–	–	–	66.6	66.3	66.4	65.6	65.2	66.4	67.9	68.7
One	–	–	–	–	–	–	–	–	–	–	–	–	24.9	24.4	24.6	24.7	25.1	24.5	23.5	23.6
Two	–	–	–	–	–	–	–	–	–	–	–	–	6.2	6.5	6.5	6.9	6.9	6.5	6.2-	5.7
Three or more	–	–	–	–	–	–	–	–	–	–	–	–	2.3	2.8	2.5	2.7	2.9	2.6	2.4	2.1

WEIGHTED NATIONAL NORMS FOR ALL MEN

HIGH SCHOOL ACHIEVEMENTS AND EXPERIENCES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
AVERAGE GRADE IN HIGH SCHOOL																				
A or A+	4.2	3.9	3.4	3.2	4.2	4.3	5.1	5.9	6.2	6.3	6.7	6.8	8.5	7.5	7.5	7.5	7.6	7.5	7.6	7.5
A-	7.1	6.9	6.4	6.3	7.4	7.0	8.4	7.4	9.2	8.3	9.0	9.0	10.5	9.6	9.7	9.4	9.5	9.2	9.0	10.2
B+	13.6	13.3	12.5	12.3	14.6	13.8	15.6	17.0	16.0	16.2	17.7	17.6	17.6	16.8	16.9	16.6	17.0	16.5	16.4	16.9
B	19.8	20.5	20.0	20.6	21.6	22.4	24.2	24.1	24.8	24.3	25.7	26.6	25.7	25.8	25.5	25.4	25.3	24.4	23.8	24.1
B-	16.1	16.5	16.5	16.6	17.6	18.5	16.5	18.0	15.6	17.4	15.6	16.0	14.8	16.1	15.5	16.6	15.9	16.2	16.1	15.7
C+	19.6	19.6	20.0	20.3	18.9	19.3	17.7	14.0	15.9	15.0	14.6	14.3	13.4	14.8	14.8	14.8	14.8	15.5	15.5	14.6
C	18.3	18.2	19.8	19.4	14.5	13.7	11.8	13.1	11.5	11.8	10.1	9.1	9.0	9.0	9.5	9.2	9.3	10.0	10.8	10.3
D	1.3	1.2	1.4	1.3	1.1	0.9	0.7	0.6	0.7	0.7	0.6	0.6	0.5	0.5	0.6	0.5	0.6	0.7	0.7	0.7
TYPE OF SECONDARY SCHOOL																				
Public	84.0	–	–	83.7	83.6	–	84.3	–	–	–	–	–	–	85.3	85.5	–	–	84.0	82.9	–
Private: nondenominational †	4.6	–	–	4.3	2.5	–	4.4	–	–	–	–	–	–	3.5	3.6	–	–	4.5	4.6	–
Private: denominational †	11.4	–	–	12.1	13.9	–	11.3	–	–	–	–	–	–	11.2	10.9	–	–	11.5	12.5	–
ACADEMIC RANK IN HIGH SCHOOL																				
Top quarter †	–	–	44.2	43.6	37.4	35.1	38.1	–	–	–	–	–	41.8	–	–	–	–	–	–	–
Second quarter	–	–	29.8	28.4	31.9	32.0	34.7	–	–	–	–	–	35.1	–	–	–	–	–	–	–
Third quarter	–	–	20.9	21.9	25.5	27.5	23.6	–	–	–	–	–	20.4	–	–	–	–	–	–	–
Fourth quarter	–	–	5.2	6.1	5.2	5.3	3.5	–	–	–	–	–	2.7	–	–	–	–	–	–	–
Top 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	33.9	34.7	34.5	35.4	34.6	35.2	36.6
Second 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	24.2	24.0	24.7	24.1	24.4	23.6	23.8
Middle 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	34.3	33.2	32.5	32.0	32.3	32.0	30.7
Fourth 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	6.5	6.8	7.2	7.2	7.4	7.9	7.6
Bottom 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	1.1	1.3	1.1	1.3	1.4	1.4	1.3
YEAR GRADUATED FROM HIGH SCHOOL																				
Current year (year of survey)	–	–	–	–	–	88.6	90.0	91.6	91.2	90.9	91.6	91.9	93.4	92.0	91.3	93.1	93.1	92.5	93.2	93.1
Last year	–	–	–	–	–	–	–	3.5	3.9	3.7	3.6	3.9	3.5	3.8	4.1	3.3	3.3	3.4	3.3	3.0
Two years ago	–	–	–	–	–	–	–	0.9	1.2	1.1	1.1	1.0	0.9	1.1	1.0	0.9	1.0	1.0	0.8	0.9
Three years ago	–	–	–	–	–	–	–	2.6	2.2	2.6	2.2	2.0	1.5	2.0	2.3	1.8	1.6	2.0	1.6	1.8
High school equivalency certificate	–	–	–	–	–	–	–	0.9	0.9	1.1	1.0	0.9	0.5	0.8	0.9	0.7	0.7	1.0	0.9	0.9
Never completed high school	–	–	–	–	–	–	–	0.5	0.6	0.7	0.5	0.3	0.2	0.3	0.4	0.3	0.2	0.2	0.2	0.2
HAVE HAD SPECIAL TUTORING OR REMEDIAL WORK IN																				
English	–	–	–	–	–	–	–	–	–	–	–	–	–	7.4	8.1	6.1	6.3	–	6.6	–
Reading	–	–	–	–	–	–	–	–	–	–	–	–	–	7.3	8.1	5.8	6.0	–	6.3	–
Mathematics	–	–	–	–	–	–	–	–	–	–	–	–	–	8.4	8.9	7.3	7.6	–	9.0	–
Social studies	–	–	–	–	–	–	–	–	–	–	–	–	–	6.0	7.2	4.4	4.6	–	4.7	–
Science	–	–	–	–	–	–	–	–	–	–	–	–	–	5.6	6.7	4.4	4.4	–	4.8	–
Foreign language	–	–	–	–	–	–	–	–	–	–	–	–	–	4.6	4.6	3.3	3.7	–	4.1	–

WEIGHTED NATIONAL NORMS FOR ALL MEN

HIGH SCHOOL ACTIVITIES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENTAGE REPORTING THAT DURING THE PAST YEAR THEY																				
Played a musical instrument	43.7	39.3	36.0	37.3	36.1	34.7	–	–	–	–	–	–	38.6	37.5	–	37.8	40.7	38.6	38.9	38.5
Stayed up all night	59.1	63.1	58.2	64.4	61.3	60.4	–	–	–	–	–	–	66.4	67.4	–	70.9	72.8	71.1	73.8	74.9
Participated in organized demonstrations	16.0	17.1	–	–	–	–	–	–	–	–	–	–	15.7	16.9	–	18.8	19.5	18.7	–	–
Did extra, unassigned reading for a course ◊	–	12.1	8.7	11.0	13.2	11.8	–	–	–	–	–	–	–	–	–	–	–	–	9.9	9.2
Attended a religious service	–	–	89.1	86.9	86.0	83.5	–	–	–	–	–	–	82.6	82.1	–	83.4	83.4	82.4	82.1	82.4
Worked in a local, state, or national political campaign †	–	–	12.1	15.2	13.4	12.0	–	–	–	–	–	–	8.8	8.5	–	8.7	8.1	7.4	8.7	–
Voted in a student election ◊	66.9	69.4	74.4	63.8	64.9	61.5	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Came late to class	51.2	59.1	55.5	60.0	60.2	54.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Studied in the library ◊	22.9	*26.2*	29.5	31.6	28.8	27.0	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Checked out a book or journal from the school library ◊	42.9	47.3	43.1	40.1	37.4	35.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Attended a public recital or concert †	55.0	–	–	–	–	–	–	–	–	–	–	–	78.9	76.6	–	75.6	73.9	71.3	69.0	73.3
Arranged a date for another student	54.0	51.5	50.4	51.3	47.1	44.0	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Won an award in an art contest †	4.7	4.4	4.6	4.7	4.8	4.8	–	–	–	–	–	–	–	–	–	–	–	–	15.1	16.8
Edited school paper, yearbook, magazine †	9.0	8.4	8.0	7.9	8.2	8.2	–	–	–	–	–	–	–	–	–	–	–	–	12.7	12.9
Participated in science contest †	3.1	2.7	2.5	2.6	2.4	2.2	–	–	–	–	–	–	–	–	–	–	–	–	17.9	19.3
Overslept and missed a class or appointment	23.5	24.8	21.9	27.3	26.1	24.2	–	–	–	–	–	–	–	–	–	–	–	24.1	27.4	29.6
Missed school due to illness ◊	–	2.1	1.9	2.4	2.2	2.1	–	–	–	–	–	–	–	–	–	–	–	–	2.4	2.6
Typed a homework assignment ◊	18.7	20.3	15.3	17.4	15.8	15.9	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Argued with a teacher in class	–	58.1	57.4	59.6	57.3	55.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Was a guest in a teacher's home	–	36.1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	32.4
Studied with other students	–	89.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	86.1
Smoked cigarettes ◊	19.4	19.1	18.4	17.9	16.5	16.8	–	–	–	–	–	–	10.6	9.7	–	8.6	8.5	8.0	7.1	6.6
Drank beer	63.9	64.9	63.1	66.9	67.3	71.0	–	–	–	–	–	–	80.3	79.6	–	80.5	79.8	77.2	73.6	71.8
Took sleeping pills	–	4.9	4.9	5.7	4.6	3.7	–	–	–	–	–	–	2.6	2.7	–	2.8	2.9	2.6	–	–
Took a tranquilizing pill	–	6.6	6.1	6.9	5.5	4.5	–	–	–	–	–	–	4.3	4.9	–	5.1	4.9	4.3	4.3	–
Took vitamins	–	58.1	56.6	58.3	54.4	54.7	–	–	–	–	–	–	54.1	55.9	–	60.1	61.6	61.3	62.5	–
Tutored another student	–	44.2	43.7	40.7	43.0	39.6	–	–	–	–	–	–	–	–	–	–	–	–	–	40.9
Visited an art gallery or museum	–	66.5	66.4	67.5	64.5	62.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Played chess	–	54.7	53.9	53.9	51.7	51.8	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed religion ◊	–	26.6	22.8	22.2	21.9	20.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed politics ◊	–	26.8	32.0	28.2	29.8	23.7	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed sports ◊	–	58.6	55.9	54.1	54.4	53.6	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Performed volunteer work	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	68.1	68.7
Asked a teacher for advice after class ◊	–	25.0	20.6	23.0	21.5	20.0	–	–	–	–	–	–	–	–	–	–	–	–	–	21.7
Had vocational counseling	–	57.6	59.8	56.8	51.8	45.2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Read poetry not connected with a course	–		44.3	46.4	44.9	45.5	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Wore glasses or contact lenses	–	–	–	–	46.5	–	–	–	–	–	–	–	39.3	37.7	–	37.3	37.7	37.3	–	–

◊ frequently only, all others frequently plus occasionailly

WEIGHTED NATIONAL NORMS FOR ALL MEN

HIGH SCHOOL ACTIVITIES	1966	1967	1968	1969	1970	1971		1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PAST YEAR ACTIVITIES (continued)																				
Jogged ◊	–	–	–	–	–	–	–	–	–	–	–	–	30.6	31.5	–	28.0	29.8	29.2	27.3	–
Vigorous exercise other than jogging ◊	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	56.7	54.3	–
Wrote a computer program †	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	32.8	43.6	57.4	–
Took a course on TV	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.7	3.3	5.2	–
Took a computer assisted course	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	19.6	27.7	42.6	–
Did not complete homework on time †	–	79.0	68.5	77.4	76.2	72.3	–	–	–	–	–	–	–	–	–	–	–	63.9	72.3	72.8
President of 1 or more student organizations	23.3	22.3	20.0	19.6	19.1	18.4	–	–	–	–	–	–	–	–	–	–	–	–	27.9	25.1
Had a major part in a play	18.5	16.9	16.2	15.5	14.8	14.4	–	–	–	–	–	–	–	–	–	–	–	–	18.6	18.1
Won a varsity letter in a sport †	47.3	47.5	45.5	44.8	44.7	46.9	–	–	–	–	–	–	–	–	–	–	–	–	53.8	54.2
Felt overwhelmed ◊	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	12.0
Felt depressed ◊	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	6.1
Used a personal computer ◊	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	27.8

◊ frequently only, all others frequently plus occasionallly

WEIGHTED NATIONAL NORMS FOR ALL MEN

COLLEGE CHOICE, APPLICATION AND MATRICULATION	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
REASONS NOTED AS IMPORTANT IN DECIDING TO GO TO COLLEGE																				
My parents wanted me to go	–	–	–	–	–	21.9	–	–	–	–	28.7	27.4	27.0	28.0	29.9	30.4	31.2	29.3	28.9	¥
To be able to get a better job	–	–	–	–	–	77.0	–	–	–	–	71.7	76.8	75.1	77.5	76.6	75.7	77.0	74.9	74.4	¥
To gain a general education and appreciation of ideas	–	–	–	–	–	53.3	–	–	–	–	57.5	65.3	61.7	62.1	59.6	61.0	59.8	56.5	58.3	55.0
To improve my reading and study skills	–	–	–	–	–	21.7	–	–	–	–	32.8	40.6	35.0	36.3	36.0	36.5	36.6	37.8	37.8	36.9
There was nothing better to do	–	–	–	–	–	2.2	–	–	–	–	2.9	2.6	1.9	2.1	2.3	2.5	2.5	2.6	2.3	2.6
To make me a more cultured person †	–	–	–	–	–	24.5	–	–	–	–	27.3	33.6	28.7	28.5	28.2	27.7	28.2	25.7	27.9	26.8
To be able to make more money †	–	–	–	–	–	57.0	–	–	–	–	59.6	67.1	65.8	68.9	67.8	70.5	72.3	69.7	70.7	73.6
To learn more about things that interest me †	–	–	–	–	–	64.5	–	–	–	–	67.5	75.1	69.0	68.8	68.9	68.6	67.9	66.3	67.3	68.8
To meet new and interesting people	–	–	–	–	–	36.3	–	–	–	–	44.7	51.8	48.1	48.4	47.0	46.7	46.2	46.6	48.5	–
To prepare myself for grad/prof school †	–	–	–	–	–	38.9	–	–	–	–	44.3	46.3	44.0	44.8	43.9	43.4	43.9	44.3	45.1	43.9
Could not find a job	–	–	–	–	–	–	–	–	–	–	5.5	5.7	4.0	4.6	5.7	5.4	6.9	6.0	5.0	¥
To get away from home †	–	–	–	–	–	–	–	–	–	–	8.2	8.5	7.0	7.4	8.7	9.1	9.6	9.6	10.7	¥
IMPORTANT REASONS FOR SELECTING THIS COLLEGE																				
Relatives wanted me to come here †	–	–	–	–	–	6.3	¥	¥	6.2	6.9	5.9	5.5	5.0	5.1	5.9	5.4	5.7	5.5	6.1	5.3
Teacher advised me	–	–	–	–	–	–	–	5.1	5.1	4.6	4.4	4.2	3.8	4.0	4.5	4.0	4.2	4.0	4.1	4.2
College has a good academic reputation †	–	–	–	–	–	34.7	44.9	44.4	45.8	43.3	40.0	44.4	46.9	45.3	47.3	49.3	50.7	48.5	51.7	52.3
Offered financial assistance	–	–	–	–	–	–	17.8	16.8	18.2	16.3	13.4	14.8	13.9	15.1	15.2	14.1	15.4	19.0	18.3	18.6
Not accepted anywhere else	–	–	–	–	–	3.6	3.7	–	–	–	3.5	3.7	3.1	3.4	3.1	3.3	3.2	–	–	–
Advice of someone who attended	–	–	–	–	–	15.3	16.0	17.9	17.0	15.7	13.6	15.0	12.9	13.1	14.0	13.5	14.1	–	–	–
College offers special education programs	–	–	–	–	–	29.7	24.9	24.8	25.0	23.8	21.2	24.3	21.3	21.7	22.6	22.1	21.8	17.9	18.2	18.9
College has low tuition	–	–	–	–	–	18.9	19.1	26.4	27.1	24.3	17.7	19.3	16.5	16.0	16.2	16.6	19.7	19.9	19.5	20.1
Advice of guidance counselor	–	–	–	–	–	7.7	7.2	9.8	9.5	8.1	7.7	8.2	7.4	7.3	8.0	7.3	7.5	7.8	7.9	7.6
Wanted to live at home	–	–	–	–	–	12.2	11.6	13.5	12.8	13.9	11.1	11.2	9.7	10.2	10.4	9.4	10.2	–	–	–
Friend suggested attending	–	–	–	–	–	–	–	–	–	6.7	6.7	7.5	6.1	6.4	6.9	6.5	6.9	6.4	6.5	6.9
College representative recruited me	–	–	–	–	–	–	–	–	–	5.0	4.5	5.3	5.1	5.6	5.8	5.7	5.3	3.2	3.4	4.0
College has a good social reputation	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	19.6	21.3	22.3
Athletic department recruited me	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	6.4	6.4	6.8
Graduates go to top grad schools	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	23.8	24.5	24.3
Graduates get good jobs	–	–	–	–	–	–	–	–	–	50.0	–	–	–	–	–	–	–	44.4	44.4	45.0
Wanted to live near home	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	16.7	15.5	14.3
Not offered aid by first choice	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.9	4.0
Wanted to live away from home	–	–	–	–	–	–	14.2	11.7	10.8	10.7	–	–	–	–	–	–	–	–	–	–

WEIGHTED NATIONAL NORMS FOR ALL MEN

COLLEGE CHOICE	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
THIS COLLEGE IS STUDENT'S																				
First choice	–	–	–	–	–	–	–	–	75.2	77.2	76.0	74.0	75.0	74.8	74.8	73.5	72.7	72.6	72.4	71.9
Second choice	–	–	–	–	–	–	–	–	18.7	17.4	17.3	19.1	18.6	18.7	18.9	19.7	20.0	20.5	20.7	20.7
Less than second choice †	–	–	–	–	–	–	–	–	6.1	5.4	6.7	6.9	6.4	6.6	6.3	6.7	7.3	6.9	6.9	7.4
NUMBER OF APPLICATIONS SENT TO OTHER COLLEGES																				
None (applied to only one college)	–	48.8	49.8	50.3	–	–	46.5	47.6	–	46.0	43.4	38.9	35.9	38.5	38.5	37.1	37.8	37.1	33.8	33.4
One (applied to two colleges)	–	19.5	19.7	19.4	–	–	18.0	18.5	–	19.0	18.0	17.2	16.8	16.5	16.3	16.6	16.0	16.2	16.5	18.9
Two	–	14.4	14.0	14.1	–	–	15.1	14.7	–	14.4	14.8	16.8	17.8	16.5	16.6	17.0	16.5	16.8	17.4	16.7
Three	–	8.8	8.7	8.3	–	–	9.5	9.1	–	9.8	11.7	13.4	14.3	14.0	14.0	14.1	14.2	14.4	14.8	14.6
Four	–	4.5	4.1	4.2	–	–	5.1	4.9	–	5.2	5.8	6.6	7.2	6.6	6.9	7.2	7.2	7.1	8.1	7.5
Five	–	2.3	2.0	2.1	–	–	3.0	2.7	–	2.8	3.0	3.7	4.1	4.0	3.9	3.8	4.0	4.1	4.3	4.3
Six or more	–	1.8	1.6	1.7	–	–	2.8	2.5	–	2.7	3.2	3.5	3.9	3.9	3.9	4.2	4.4	4.3	5.0	4.7
NUMBER OF ACCEPTANCES FROM OTHER COLLEGES																				
None	–	–	–	–	–	–	–	–	–	30.6	29.1	26.3	22.3	24.1	22.1	21.6	20.7	19.8	18.9	18.8
One	–	–	–	–	–	–	–	–	–	30.4	28.5	28.8	29.4	28.6	28.7	29.1	28.9	28.7	28.3	28.2
Two	–	–	–	–	–	–	–	–	–	20.0	20.3	22.5	22.9	22.3	23.1	23.5	23.7	23.8	23.5	23.6
Three	–	–	–	–	–	–	–	–	–	10.9	12.8	13.1	14.7	14.4	15.1	14.8	15.3	15.7	16.2	16.4
Four	–	–	–	–	–	–	–	–	–	4.6	5.2	5.2	6.0	5.9	6.2	6.2	6.5	6.7	7.0	7.1
Five	–	–	–	–	–	–	–	–	–	1.7	2.0	2.2	2.5	2.4	2.5	2.4	2.6	2.7	3.0	2.9
Six or more	–	–	–	–	–	–	–	–	–	1.8	2.1	1.8	2.3	2.2	2.3	2.4	2.5	2.6	3.0	2.9

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEGREE, CAREER & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
HIGHEST ACADEMIC DEGREE PLANNED AT ANY COLLEGE																				
None	6.1	4.1	4.1	1.9	1.6	*2.4*	3.2	*3.5*	3.8	3.8	3.1	2.3	2.1	1.7	2.4	2.0	2.0	2.2	1.6	2.0
Vocational certificate	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1.7	1.2	1.4
Associate or equivalent	4.1	5.6	5.4	7.1	5.4	*6.0*	6.5	*6.4*	6.3	6.3	6.7	6.6	6.0	5.6	6.9	7.2	6.8	5.8	5.3	5.2
Bachelor's degree (B.A., B.S., etc.)	32.5	32.3	33.7	33.7	33.9	*33.9*	33.9	*34.3*	34.6	32.7	34.2	34.8	35.8	35.4	37.2	37.5	37.8	36.4	37.8	38.3
Master's degree (M.A., M.S., etc.)	31.2	32.1	32.1	33.2	31.5	*28.8*	26.0	*26.2*	26.4	27.1	27.9	29.4	30.2	32.4	29.3	30.9	30.8	30.1	31.2	31.5
Ph.D. or Ed.D.	13.7	14.1	14.0	13.4	12.3	*11.5*	10.6	*10.3*	10.0	10.4	9.8	10.2	9.8	9.4	8.5	8.7	8.8	9.0	9.6	9.9
M.D., D.D.S., D.V.M., or D.O.	7.4	7.0	6.1	5.9	6.7	*8.2*	9.7	*9.6*	9.4	8.8	8.3	7.2	7.6	7.0	7.0	6.3	6.3	6.7	6.4	5.9
LL.B. or J.D.	¥	¥	¥	¥	5.6	*6.1*	6.5	*6.3*	6.0	6.2	6.0	5.8	5.5	5.2	4.9	4.5	4.7	4.3	4.3	3.8
B.D. or M.Div.	0.5	0.5	0.4	0.5	0.6	*0.6*	0.6	*0.7*	0.7	0.9	0.7	0.7	0.6	0.8	0.6	0.6	0.6	0.8	0.7	0.4
Other	2.1	1.8	2.0	2.1	2.4	*2.9*	2.9	*2.9*	2.7	3.9	3.3	2.9	2.4	2.4	3.1	2.3	2.2	2.9	2.3	1.6
HIGHEST DEGREE PLANNED AT THIS COLLEGE (freshman college)																				
None	–	–	–	–	–	–	8.0	7.1	7.7	7.6	6.9	5.1	4.7	4.7	4.9	4.7	4.3	4.0	3.9	3.5
Vocational certificate	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2.3	1.6	1.9
Associate or equivalent	–	–	–	–	–	–	25.6	27.1	29.7	29.1	27.5	26.6	23.8	24.3	23.7	25.5	26.7	21.4	21.4	20.2
Bachelor's degree (B.A., B.S., etc.)	–	–	–	–	–	–	49.5	48.4	46.3	45.3	47.7	50.0	52.5	52.2	52.6	52.0	51.1	53.0	54.8	56.1
Master's degree (M.A., M.S., etc.)	–	–	–	–	–	–	8.7	9.1	9.0	8.8	9.3	10.3	11.2	11.4	11.1	11.1	11.2	11.0	11.6	12.3
Ph.D. or Ed.D.	–	–	–	–	–	–	1.7	1.9	1.6	1.7	1.8	1.7	1.8	1.8	1.6	1.6	1.7	1.9	1.9	1.9
M.D., D.D.S., D.V.M., or D.O.	–	–	–	–	–	–	1.8	2.2	1.9	1.9	1.8	1.8	1.9	1.7	1.9	1.5	1.7	1.9	1.6	1.4
LL.B. or J.D.	–	–	–	–	–	–	1.3	1.5	1.2	1.3	1.2	1.3	1.3	1.2	1.2	1.1	1.1	1.3	1.1	0.8
B.D. or M.Div.	–	–	–	–	–	–	0.2	0.2	0.2	0.5	0.7	0.5	0.4	0.4	0.4	0.4	0.4	0.8	0.5	0.2
Other	–	–	–	–	–	–	3.2	2.4	2.4	3.7	3.1	2.6	2.4	2.2	2.6	2.1	1.9	2.5	1.7	1.6
ANTICIPATED COLLEGE MAJOR (aggregated trends, 1966-1985) ◊																				
English	1.9	1.8	1.7	1.7	1.4	1.1	0.9	1.0	0.9	0.7	0.6	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.7	0.7
Fine arts (applied and performing)	6.8	7.1	7.1	7.4	8.2	8.4	7.9	–	6.5	6.0	6.0	4.9	4.5	4.8	5.1	4.3	4.2	4.1	3.9	4.2
Humanities (other)	2.4	2.7	2.1	2.4	2.3	2.1	2.4	2.0	2.0	1.7	1.8	1.4	1.9	1.7	1.7	1.8	1.6	1.6	1.4	1.7
Biological sciences	4.2	4.2	4.1	3.8	4.1	4.4	4.7	8.2	7.7	7.1	6.7	4.8	4.8	4.3	3.7	3.9	3.7	4.1	4.1	3.4
Business	17.3	19.3	19.9	19.1	19.6	18.3	17.1	21.1	20.2	20.1	22.5	23.8	25.0	25.1	22.9	22.7	22.3	22.7	25.1	25.7
Education	4.7	4.6	5.5	4.8	5.0	4.6	3.5	5.2	4.7	4.6	4.5	3.8	3.3	3.6	3.3	2.8	2.4	2.9	2.8	3.3
Engineering	17.9	17.0	17.1	18.0	15.9	13.2	12.7	12.1	12.1	14.0	15.2	17.0	18.8	19.2	21.0	21.3	22.3	20.6	20.1	19.3
Physical sciences	5.0	4.5	4.0	3.6	3.4	3.1	3.0	4.2	4.0	4.0	3.9	3.5	3.5	3.2	2.9	2.9	2.6	2.5	2.5	2.3
Mathematics or statistics	4.6	4.1	3.8	3.3	3.2	2.6	2.2	1.8	1.6	1.1	1.1	1.0	1.1	0.7	0.7	0.6	0.6	0.8	0.8	0.8
Pre-professional	11.3	10.4	9.6	9.4	10.7	12.4	13.3	–	–	–	–	–	–	–	–	–	–	–	–	–
Health professions (nursing, pre-med, etc.)	1.5	1.4	1.4	1.5	1.9	2.6	3.4	4.6	1.9	1.8	1.5	5.1	5.2	4.7	4.7	4.2	4.2	4.6	4.8	4.4
Social sciences	¥	¥	¥	¥	5.8	5.6	4.9	*4.6*	4.3	3.7	3.2	3.2	2.6	2.7	2.3	2.2	2.0	2.2	2.8	2.7
History or political science	7.8	7.5	7.7	7.2	6.4	5.2	5.0	*4.9*	4.7	4.3	3.7	3.6	3.3	3.2	3.0	2.9	2.9	2.7	3.2	3.4
Technical (other)	3.4	3.7	4.1	5.1	5.3	7.3	8.3	8.4	8.9	10.3	8.6	8.2	8.2	8.9	11.9	12.3	14.6	15.5	12.2	10.4
Nontechnical (other)	0.6	0.6	0.7	1.0	1.3	1.4	1.0	7.1	10.2	10.2	11.2	9.2	8.8	8.9	8.9	8.4	8.2	8.5	10.0	9.5
Agriculture (including forestry)	3.4	4.1	3.7	3.7	3.5	5.4	5.3	4.4	5.9	5.7	5.3	5.4	4.5	4.5	4.1	5.0	3.8	2.9	3.3	3.2
Undecided	1.9	2.0	2.1	2.4	2.2	2.3	4.4	4.5	4.4	4.6	4.3	4.0	3.9	3.9	3.8	3.9	3.7	4.0	4.1	4.7

◊ item format, response options, presentation order, aggregation techniques revised in 1973, 1974 and 1977.

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEGREE, CAREER, & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
ANTICIPATED MAJOR (disaggregated fields, 1977-1985)																				
Arts and Humanities																				
Art, fine and applied	–	–	–	–	–	–	–	–	–	–	–	1.5	1.1	1.5	1.6	1.5	1.5	1.7	1.4	1.5
English, language and literature	–	–	–	–	–	–	–	–	–	–	–	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.7	0.7
History	–	–	–	–	–	–	–	–	–	–	–	1.0	0.9	0.9	0.8	0.8	0.7	0.7	0.9	0.9
Journalism	–	–	–	–	–	–	–	–	–	–	–	0.9	1.0	1.3	1.2	1.3	1.2	1.0	1.1	1.1
Language (except English)	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2
Music	–	–	–	–	–	–	–	–	–	–	–	1.6	1.5	1.4	1.4	1.3	1.1	1.1	1.0	1.1
Philosophy	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Theater or drama	–	–	–	–	–	–	–	–	–	–	–	–	0.6	0.6	0.6	0.5	0.5	0.5	0.4	0.5
Speech or drama	–	–	–	–	–	–	–	–	–	–	–	0.5	–	–	–	–	–	–	–	–
Speech	–	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Theology or religion	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.4	0.4	0.5	0.3	0.3	0.2	0.3
Other arts and humanities	–	–	–	–	–	–	–	–	–	–	–	0.5	0.4	0.3	0.4	0.4	0.4	0.4	0.4	0.5
Biological Sciences																				
Biology (general)	–	–	–	–	–	–	–	–	–	–	–	2.0	2.0	1.8	1.7	1.7	1.6	1.8	1.8	1.7
Biochemistry or biophysics	–	–	–	–	–	–	–	–	–	–	–	0.5	0.6	0.5	0.5	0.5	0.5	0.6	0.6	0.5
Botany	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Marine (life) sciences	–	–	–	–	–	–	–	–	–	–	–	0.9	0.7	0.7	0.5	0.5	0.4	0.4	0.5	0.3
Microbiology or bacteriology	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.1	0.2	0.2	0.3	0.2	0.2
Zoology	–	–	–	–	–	–	–	–	–	–	–	0.4	0.4	0.4	0.3	0.3	0.4	0.3	0.3	0.3
Other biological sciences	–	–	–	–	–	–	–	–	–	–	–	0.6	0.7	0.6	0.5	0.6	0.5	0.6	0.6	0.4
Business																				
Accounting	–	–	–	–	–	–	–	–	–	–	–	7.1	7.2	6.3	5.9	5.3	5.5	5.5	5.7	5.7
Business administration (general)	–	–	–	–	–	–	–	–	–	–	–	8.9	9.2	9.4	8.2	8.5	7.9	7.8	8.5	8.2
Finance	–	–	–	–	–	–	–	–	–	–	–	0.8	0.9	0.9	0.8	1.0	1.2	1.4	1.7	2.1
Marketing	–	–	–	–	–	–	–	–	–	–	–	1.3	1.5	1.8	1.7	1.6	1.7	1.9	2.2	2.4
Management	–	–	–	–	–	–	–	–	–	–	–	4.8	5.3	5.6	5.3	5.2	5.0	5.1	5.9	6.2
Secretarial studies	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other business	–	–	–	–	–	–	–	–	–	–	–	0.9	0.9	1.1	1.0	1.1	1.0	1.0	1.1	1.1
Education																				
Business education	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.3
Elementary education	–	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.3	0.3	0.2	0.2	0.3	0.4
Music or art education	–	–	–	–	–	–	–	–	–	–	–	0.3	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2
Physical education or recreation	–	–	–	–	–	–	–	–	–	–	–	2.1	1.9	2.2	1.7	1.5	1.2	1.5	1.4	1.4
Secondary education	–	–	–	–	–	–	–	–	–	–	–	0.7	0.5	0.5	0.6	0.5	0.5	0.7	0.6	0.8
Special education	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Other education	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

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DEGREE, CAREER, & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Engineering																				
Aeronautical or astronautical	–	–	–	–	–	–	–	–	–	–	–	1.3	1.7	1.8	2.0	2.2	2.3	2.2	2.5	2.4
Civil	–	–	–	–	–	–	–	–	–	–	–	2.1	2.3	2.2	2.2	2.0	1.6	1.4	1.6	1.6
Chemical	–	–	–	–	–	–	–	–	–	–	–	1.1	1.4	1.5	1.6	1.7	1.7	1.4	1.0	1.0
Electrical or electronic	–	–	–	–	–	–	–	–	–	–	–	5.9	6.0	6.2	7.3	6.8	7.4	7.9	7.8	7.4
Industrial	–	–	–	–	–	–	–	–	–	–	–	0.7	0.8	0.9	0.8	0.8	0.8	0.7	0.6	0.6
Mechanical	–	–	–	–	–	–	–	–	–	–	–	3.4	3.7	3.8	4.3	4.5	4.8	4.1	4.0	4.0
Other engineering	–	–	–	–	–	–	–	–	–	–	–	2.5	2.9	2.8	2.8	3.3	3.7	2.9	2.6	2.3
Physical Sciences																				
Astronomy	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Atmospheric sciences	–	–	–	–	–	–	–	–	–	–	–	0.1	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Chemistry	–	–	–	–	–	–	–	–	–	–	–	1.2	1.2	1.1	1.1	1.1	0.9	1.0	1.0	0.9
Earth science	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.5	0.4	0.5	0.5	0.3	0.3	0.2
Marine sciences	–	–	–	–	–	–	–	–	–	–	–	0.5	0.4	0.4	0.2	0.2	0.2	0.2	0.2	0.2
Mathematics	–	–	–	–	–	–	–	–	–	–	–	0.9	1.0	0.7	0.7	0.6	0.6	0.8	0.8	0.8
Physics	–	–	–	–	–	–	–	–	–	–	–	0.8	0.8	0.7	0.7	0.7	0.6	0.6	0.7	0.7
Statistics	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other physical sciences										–	–	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1
Professional																				
Architecture or urban planning	–	–	–	–	–	–	–	–	–	–	–	1.8	1.8	1.8	2.0	1.4	1.5	1.2	1.4	1.5
Home economics	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.2	0.1	0.0	0.0	0.1	0.0	0.0
Health technology	–	–	–	–	–	–	–	–	–	–	–	1.0	0.8	0.8	0.8	0.6	0.6	0.8	0.7	0.7
Library or archival sciences	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.1
Pharmacy	–	–	–	–	–	–	–	–	–	–	–	0.7	0.6	0.5	0.4	0.3	0.3	0.4	0.5	0.5
Predentistry, premedicine, prevet	–	–	–	–	–	–	–	–	–	–	–	3.8	4.0	3.6	3.6	3.1	3.2	3.3	3.2	3.1
Therapy (physical, occupational, etc.)	–	–	–	–	–	–	–	–	–	–	–	0.4	0.4	0.4	0.5	0.6	0.5	0.6	0.8	0.7
Other professional	–	–	–	–	–	–	–	–	–	–	–	1.6	1.4	1.4	1.4	1.3	1.2	1.2	1.1	1.1
Social Sciences																				
Anthropology	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Economics	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.5
Geography	–	–	–	–	–	–	–	–	–	–	–	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1
Political science	–	–	–	–	–	–	–	–	–	–	–	2.6	2.4	2.3	2.2	2.1	2.2	2.0	2.3	2.5
Psychology	–	–	–	–	–	–	–	–	–	–	–	1.4	1.2	1.3	1.1	1.1	1.0	1.2	1.4	1.5
Social work	–	–	–	–	–	–	–	–	–	–	–	0.5	0.4	0.3	0.3	0.2	0.2	0.2	0.2	0.2
Sociology	–	–	–	–	–	–	–	–	–	–	–	0.4	0.2	0.2	0.2	0.1	0.1	0.1	0.2	0.2
Other social sciences	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.1
Ethnic studies	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0
Women's studies	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0
Technical																				
Building trades	–	–	–	–	–	–	–	–	–	–	–	0.9	1.2	0.8	1.1	0.7	0.6	0.6	0.5	0.9
Data processing or computer programming	–	–	–	–	–	–	–	–	–	–	–	1.7	1.8	2.1	2.5	3.1	4.3	4.4	2.9	2.6
Drafting or Design	–	–	–	–	–	–	–	–	–	–	–	0.9	0.9	1.0	1.0	1.0	0.9	1.0	1.0	0.9
Electronics	–	–	–	–	–	–	–	–	–	–	–	1.7	1.5	1.3	2.0	1.5	1.9	1.4	1.2	1.1
Mechanics	–	–	–	–	–	–	–	–	–	–	–	0.9	0.9	0.9	1.2	1.1	1.0	1.3	0.9	0.9
Other technical	–	–	–	–	–	–	–	–	–	–	–	0.8	0.7	0.7	0.7	1.1	1.0	1.2	1.2	1.1

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEGREE, CAREER, & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Other Majors																				
Agriculture	–	–	–	–	–	–	–	–	–	–	–	3.3	3.1	3.1	3.1	3.5	2.7	2.0	2.5	2.1
Communications (radio, T.V.)	–	–	–	–	–	–	–	–	–	–	–	1.7	1.7	1.9	2.0	2.2	2.0	2.2	1.9	2.4
Computer science	–	–	–	–	–	–	–	–	–	–	–	1.2	1.6	2.1	2.7	3.9	4.9	5.4	4.3	3.1
Forestry	–	–	–	–	–	–	–	–	–	–	–	2.1	1.4	1.4	1.0	1.5	1.1	0.9	0.8	1.1
Law enforcement	–	–	–	–	–	–	–	–	–	–	–	2.7	2.3	2.0	1.9	1.5	2.1	2.2	2.1	2.4
Military science	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	0.2	0.2	2.0	0.3
Other fields	–	–	–	–	–	–	–	–	–	–	–	1.1	0.9	1.1	1.0	1.2	0.9	1.0	1.3	1.3
Undecided	–	–	–	–	–	–	–	–	–	–	–	4.0	3.9	3.9	3.8	3.9	3.7	4.0	4.1	4.7
CAREER PLANS ◊																				
Accountant or actuary	–	–	–	–	–	–	–	–	–	–	–	6.7	6.4	5.6	5.4	4.9	5.1	5.0	5.2	5.5
Actor or entertainer	–	–	–	–	–	–	–	–	–	–	–	0.8	0.8	0.9	0.9	0.8	0.7	0.8	0.7	0.9
Architect or urban planner	–	–	–	–	–	–	–	–	–	–	–	2.6	2.5	2.8	2.8	2.2	2.2	1.9	2.2	2.3
Artist	–	–	–	–	–	–	–	–	–	–	–	1.4	1.0	1.3	1.4	1.3	1.3	1.5	1.3	1.4
Artist (including performer)	4.6	4.1	4.2	4.3	5.1	4.9	5.2	2.7	4.5	4.1	5.5	–	–	–	–	–	–	–	–	–
Business, clerical	–	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.4	0.3	0.3	0.3	0.3	0.4	0.4
Business executive	–	–	–	–	–	–	–	–	–	–	–	10.6	11.3	11.6	11.1	11.2	10.8	11.3	12.5	13.6
Business owner	–	–	–	–	–	–	–	–	–	–	–	4.0	4.1	4.5	4.1	4.1	3.9	4.0	4.5	4.7
Business, sales	–	–	–	–	–	–	–	–	–	–	–	1.1	1.2	1.3	1.1	1.1	1.1	1.1	1.3	1.4
Business Δ	18.5	17.5	17.5	16.9	17.4	16.1	15.4	*16.5*	17.6	17.2	20.9	–	–	–	–	–	–	–	–	–
Clergy or other religious worker	1.2	1.9	1.1	1.4	1.3	1.0	1.0	1.0	1.3	1.0	0.9	0.8	0.8	0.7	0.7	0.7	0.5	0.5	0.4	0.5
College teacher	2.1	1.4	1.3	1.3	1.2	0.8	0.7	0.9	0.7	0.6	0.4	0.3	0.3	0.3	0.2	0.2	0.2	0.3	0.3	0.3
Clinical psychologist	–	–	–	–	–	–	–	–	–	–	–	0.6	0.5	0.5	0.4	0.4	0.3	0.5	0.5	0.5
Computer programmer	–	–	–	–	–	–	–	–	–	–	–	3.2	4.0	4.7	5.6	7.5	9.7	10.2	7.7	5.7
Conservationist or forester	–	–	–	–	–	–	–	–	–	–	–	2.9	1.9	1.8	1.4	1.9	1.3	1.1	1.1	1.3
Dentist (including orthodontist)	–	–	–	–	–	–	–	–	–	–	–	1.4	1.4	1.2	1.2	0.9	0.9	0.9	0.7	0.7
Dietitian or home economist	–	–	–	–	–	–	–	0.0	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Engineer	16.3	15.0	14.6	14.5	13.3	9.7	9.6	9.4	8.5	10.2	13.7	15.1	16.5	16.8	19.1	19.5	20.6	18.8	18.5	17.7
Farmer, rancher, or forester †	3.2	3.3	2.9	3.0	3.1	4.8	4.8	4.9	6.2	5.7	4.6	2.0	1.8	2.0	2.0	2.4	2.0	1.4	1.6	1.2
Foreign service worker	–	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.5	0.6
Homemaker	–	–	–	–	–	–	–	0.0	–	–	–	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1
Interior decorator	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1
Interpreter (translator)	–	–	–	–	–	–	–	–	–	–	–	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.1
Laboratory technician or hygienist	–	–	–	–	–	–	–	–	–	–	–	0.9	0.7	0.6	0.6	0.4	0.5	0.7	0.4	0.4
Law enforcement officer	–	–	–	–	–	–	–	–	–	–	–	2.4	2.2	1.7	1.8	1.4	1.9	1.8	1.8	2.0
Lawyer (or judge)	6.7	5.8	5.5	5.6	6.2	6.8	7.1	6.7	5.3	5.4	5.5	5.5	5.3	5.0	4.8	4.5	4.7	4.2	4.4	4.1
Military service (career)	–	–	–	–	–	–	–	–	–	–	–	1.7	1.8	1.9	1.7	1.8	1.6	2.0	2.1	2.0
Musician (performer, composer)	–	–	–	–	–	–	–	–	–	–	–	1.7	1.6	1.6	1.5	1.5	1.4	1.2	1.2	1.5
Nurse	0.1	0.1	0.1	0.1	0.1	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.1
Optometrist	–	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.3	0.3
Pharmacist	–	–	–	–	–	–	–	–	–	–	–	0.8	0.7	0.6	0.5	0.4	0.3	0.5	0.5	0.5

◊ Item format, response options, presentation order, aggregation techniques revised in 1973, 1974 & 1977.

Δ Includes career choices of accountant, business executive, business owner, and business sales

WEIGHTED NATIONAL NORMS FOR ALL MEN

DEGREE, CAREER, & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
INTENDED CAREER (continued)																				
Physician	–	–	–	–	–	–	–	–	–	–	–	3.9	4.3	4.0	4.1	4.0	4.1	4.5	4.5	4.1
Doctor (M.D. or D.D.S.)	7.4	6.4	5.6	4.9	5.9	6.4	7.9	8.1	6.9	6.6	6.3	–	–	–	–	–	–	–	–	–
Health professional (non M.D.)	3.1	2.6	2.8	2.7	2.9	3.8	4.6	5.4	5.5	5.2	4.0	–	–	–	–	–	–	–	–	–
School counselor	–	–	–	–	–	–	–	–	–	–	–	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
School principal, superintendent	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Research scientist	4.9	3.9	3.8	3.3	3.5	3.3	3.1	3.7	2.7	2.5	3.0	2.8	2.7	2.4	2.2	2.0	1.8	1.8	1.9	1.7
Social or welfare worker	–	–	–	–	–	–	–	1.0	–	–	–	0.8	0.6	0.6	0.6	0.4	0.3	0.4	0.4	0.3
Statistician	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Therapist	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.6	0.6	0.6	0.5	0.7	0.9	0.8
Elementary teacher	0.8	0.8	1.2	1.0	0.9	0.9	0.7	0.6	0.6	0.5	0.7	0.6	0.4	0.5	0.5	0.4	0.4	0.3	0.4	0.5
Secondary teacher	10.5	10.4	11.5	9.9	8.7	6.6	5.0	3.5	3.2	2.7	3.1	2.3	2.0	2.1	1.9	1.6	1.4	1.8	1.8	2.1
Veterinarian	–	–	–	–	–	–	–	–	–	–	–	1.1	1.1	0.9	0.9	0.8	0.8	0.7	0.7	0.7
Writer or journalist	–	–	–	–	–	–	–	–	–	–	–	1.5	1.4	1.7	1.6	1.7	1.6	1.5	1.6	1.6
Skilled worker	–	–	–	–	–	–	–	5.4	–	–	–	3.5	3.1	2.7	3.2	3.1	2.9	2.7	2.4	2.9
Other	15.8	16.7	16.7	19.3	19.0	21.7	21.3	8.0	24.5	24.5	21.3	5.9	5.7	6.2	5.8	6.1	5.6	5.5	5.3	5.8
Undecided	¥	10.2	11.3	11.6	11.5	12.9	13.4	10.8	12.3	13.5	9.7	8.8	9.6	9.4	8.9	8.8	8.1	8.8	9.2	9.2

WEIGHTED NATIONAL NORMS FOR ALL MEN

COLLEGE EXPERIENCES AND EXPECTATIONS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
DISTANCE FROM PARENT'S HOME TO COLLEGE																				
10 miles or less	–	–	–	26.7	27.1	23.5	26.2	29.0	–	27.4	30.2	26.3	22.6	25.3	23.7	19.2	20.1	20.5	18.5	17.4
11-50 miles	–	–	–	23.9	25.3	26.7	24.4	24.2	–	25.2	25.1	25.6	26.1	24.1	25.2	23.7	24.3	27.6	27.1	25.5
51-100 miles	–	–	–	12.8	12.2	14.1	13.3	12.3	–	12.9	12.6	14.2	14.3	14.5	15.1	16.7	16.3	16.0	15.9	16.8
101-500 miles	–	–	–	26.4	26.5	27.1	26.2	25.3	–	25.7	24.0	26.0	28.2	27.5	27.5	31.9	30.9	26.9	29.5	31.1
More than 500 miles	–	–	–	10.2	8.9	8.6	10.0	9.1	–	8.9	8.1	7.8	8.9	8.6	8.5	8.5	8.3	8.9	8.9	9.3
PLANNED RESIDENCE FOR THE FALL (freshman year)																				
With parents or relatives	–	–	–	–	–	–	–	43.1	42.7	40.8	44.9	42.2	37.2	37.5	36.0	30.2	33.0	35.8	32.4	29.9
Other private home, apartment or room	–	–	–	–	–	–	–	6.7	6.5	8.4	7.6	7.7	6.6	8.4	8.7	6.9	7.0	7.3	5.7	6.4
College dormitory	–	–	–	–	–	–	–	46.7	47.9	47.3	44.3	46.7	52.7	50.4	51.1	58.9	56.3	53.6	58.8	60.2
Fraternity or sorority house	–	–	–	–	–	–	–	0.8	1.1	0.8	0.8	0.8	0.9	1.1	1.1	1.2	1.0	0.8	0.8	0.8
Other campus student housing	–	–	–	–	–	–	–	1.4	1.0	1.7	1.5	1.7	1.8	1.7	2.1	1.9	1.7	1.8	1.7	2.1
Other type of housing	–	–	–	–	–	–	–	1.3	0.8	1.1	0.9	0.9	0.9	0.9	1.0	0.8	1.0	0.7	0.6	0.7
PREFERRED RESIDENCE FOR THE FALL (freshman year)																				
With parents or relatives	–	–	–	–	–	–	–	–	23.7	23.9	23.9	23.3	20.4	21.9	21.7	19.1	20.1	20.3	19.0	17.6
Other private home, apartment or room	–	–	–	–	–	–	–	–	30.3	28.8	30.5	27.4	25.8	25.9	24.6	26.2	27.1	28.2	27.2	28.1
College dormitory	–	–	–	–	–	–	–	–	35.3	36.6	34.2	38.5	42.3	40.5	42.0	42.7	41.3	38.8	40.7	40.4
Fraternity or sorority house	–	–	–	–	–	–	–	–	4.4	3.5	4.1	4.3	5.0	5.0	5.1	5.4	5.0	5.5	6.4	6.8
Other campus student housing	–	–	–	–	–	–	–	–	3.2	3.8	3.8	3.8	3.8	3.6	3.9	4.0	3.8	4.5	4.7	4.6
Other type of housing	–	–	–	–	–	–	–	–	3.0	3.5	3.5	2.7	2.6	3.2	2.7	2.6	2.7	2.7	2.0	2.5
ANTICIPATED NEED FOR SPECIAL TUTORING OR REMEDIAL HELP IN †																				
English	–	–	–	–	–	–	–	–	–	–	–	14.5	16.0	13.5	13.7	13.3	13.4	–	14.2	–
Reading	–	–	–	–	–	–	–	–	–	–	–	8.0	9.1	5.7	5.9	5.3	5.1	–	5.4	–
Mathematics	–	–	–	–	–	–	–	–	–	–	–	22.6	21.9	19.5	18.8	19.2	20.1	–	21.7	–
Social studies	–	–	–	–	–	–	–	–	–	–	–	1.9	3.5	2.3	2.5	2.2	2.3	–	2.5	–
Science	–	–	–	–	–	–	–	–	–	–	–	7.3	10.1	7.1	7.4	7.1	7.6	–	8.3	–
Foreign language	–	–	–	–	–	–	–	–	–	–	–	12.6	15.7	9.4	9.8	8.4	8.5	–	10.0	–

WEIGHTED NATIONAL NORMS FOR ALL MEN

COLLEGE EXPECTATIONS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL																				
Be satisfied with this college †	–	–	–	–	61.6	–	54.7	48.7	47.1	48.3	45.3	48.9	50.4	48.7	48.1	50.3	50.2	48.6	49.4	48.6
Make at least a B average	–	–	–	–	–	–	31.7	33.7	35.8	38.2	40.1	40.3	41.0	39.7	39.9	39.4	40.0	38.9	39.4	39.1
Graduate with honors	–	4.2	4.2	4.6	5.6	–	8.8	10.6	10.6	11.7	11.9	12.7	12.6	12.5	12.5	12.3	12.6	12.5	12.6	13.0
Be elected to an academic honor society	–	2.8	2.5	2.2	2.5	–	4.5	4.8	5.2	5.5	6.3	7.0	7.3	7.2	7.3	7.1	6.4	6.5	6.8	6.9
Get a bachelor's degree (B.A., B.S., etc)	–	–	–	–	–	–	59.9	60.6	58.8	61.4	61.6	63.1	64.9	64.3	62.5	64.3	64.2	63.3	66.2	66.0
Be elected to a student office	–	2.6	2.4	2.3	2.2	–	2.3	2.3	2.2	2.3	2.4	2.8	2.8	3.1	3.0	2.9	2.9	2.9	3.2	3.5
Join social fraternity, sorority or club	–	28.9	25.1	21.1	19.1	–	15.7	13.3	11.8	13.3	13.3	15.3	15.6	14.6	14.0	15.1	12.8	13.4	13.8	15.1
Change major field	–	16.0	13.8	15.5	15.3	–	16.3	14.3	12.0	11.8	10.6	11.7	11.5	11.7	11.0	11.1	11.0	11.1	11.6	11.9
Change career choice	–	17.3	14.9	16.5	15.6	–	16.4	13.3	11.1	11.3	10.2	10.9	10.6	10.4	10.1	9.9	9.5	9.6	10.0	10.6
Need extra time to complete degree †	–	–	–	–	–	–	5.0	5.2	4.7	4.9	4.7	4.8	4.6	5.0	5.2	5.7	5.2	5.2	5.2	6.1
Fail one or more courses	–	3.5	2.4	2.9	3.9	–	3.2	2.8	2.4	2.4	2.1	2.2	1.9	2.1	2.0	1.9	1.7	1.5	1.6	1.7
Get tutoring help in specific courses †	–	–	–	–	–	–	–	–	–	6.3	7.1	8.0	8.2	8.3	8.3	8.9	8.4	8.3	9.3	9.9
Live in a coeducational dorm	–	–	–	–	–	–	–	17.9	17.6	18.7	20.5	24.1	26.4	26.7	26.8	29.4	28.7	26.7	29.3	28.8
Seek vocational counseling	–	–	–	–	–	–	12.2	9.6	8.4	7.6	6.2	6.3	5.9	5.9	5.2	5.3	5.1	5.0	4.8	5.2
Seek personal counseling	–	–	–	–	–	–	6.4	6.2	5.1	5.4	4.0	4.4	4.2	4.6	4.0	3.9	3.4	3.6	3.3	3.7
Get a job to help pay for college expenses	–	–	–	–	–	–	–	–	–	–	39.9	42.4	40.1	39.0	37.9	38.3	37.5	34.2	34.8	34.8
Have to work at an outside job	–	–	–	–	–	–	35.0	33.1	32.0	30.8	25.1	25.4	22.6	21.8	21.8	21.3	19.1	18.0	17.6	17.9
Work full-time while attending college	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.4	3.4	3.6	3.5
Participate in student protests or demonstrations		5.1	4.3	–	–	–	–	–	–	–	–	–	3.4	4.1	4.8	4.0	4.2	3.6	4.1	4.9
Transfer to another college †	–	12.9	12.2	12.6	11.9	–	12.2	12.6	13.6	13.0	13.1	11.8	10.7	12.0	10.5	10.9	10.7	10.3	10.5	10.3
Drop out of this college temporarily (excluding transferring)	–	1.0	0.8	1.0	1.2	– –	1.7	1.8	1.6	1.7	1.5	1.4	1.2	1.4	1.3	1.3	1.1	1.2	1.3	1.3
Drop out permanently	–	0.4	0.4	0.4	0.6	–	1.0	1.1	1.0	1.1	1.0	0.9	0.9	1.2	1.0	1.1	0.9	1.1	0.9	0.9
Get married while in college	–	6.8	6.0	7.2	6.6	–	6.4	5.6	5.1	5.0	4.3	3.9	3.6	3.8	3.9	3.9	3.5	3.2	3.2	3.3
Get married within a year after college	–	19.3	16.6	18.2	17.2	–	15.3	15.6	15.2	14.8	14.0	13.2	13.1	13.4	14.2	14.6	13.9	12.8	12.8	13.1
Enlist in the Armed Services before graduating†	–	–	–	1.7	2.5	–	3.8	2.2	2.2	–	–	–	–	–	–	–	–	–	–	–
Be more successful after graduating than most students attending this college	–	–	–	13.8	14.3	–	20.9	22.8	21.7	–	–	–	–	–	–	–	–	–	–	–
Play varsity athletics †	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	19.5	20.5	20.5
Find a job after college graduation in the field for which you were trained	–	–	–	–	–	¥	52.4	57.1	54.2	58.0	58.0	63.8	65.7	66.3	67.2	69.0	67.6	65.4	67.9	66.6

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WEIGHTED NATIONAL NORMS FOR ALL MEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PRESENT POLITICAL VIEWS																				
Far left	–	–	–	–	3.7	3.5	2.9	2.7	2.6	2.6	2.6	2.0	2.0	2.2	2.2	1.9	2.1	2.2	2.4	2.2
Liberal	–	–	–	–	35.1	36.7	33.6	33.2	29.0	29.4	26.7	25.7	24.3	23.1	20.3	18.1	18.5	18.7	19.1	19.9
Middle of the road	–	–	–	–	42.0	43.6	45.6	48.2	51.9	50.6	51.9	53.0	53.7	54.1	55.8	55.0	55.9	56.8	53.7	52.2
Conservative	–	–	–	–	18.0	15.3	16.9	15.0	15.6	16.5	17.6	18.2	18.9	19.4	20.0	23.5	22.0	20.7	23.0	23.5
Far right	–	–	–	–	1.3	0.9	1.0	0.8	1.0	0.9	1.3	1.0	1.0	1.2	1.7	1.6	1.5	1.6	1.8	2.1
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT																				
Become accomplished in one of the performing arts (acting, dancing, etc) †	8.7	8.7	7.0	9.5	11.1	9.9	10.1	*10.0*	9.9	10.4	10.2	11.3	11.0	10.9	10.7	10.2	10.6	10.5	9.8	9.9
Become an authority in my field	70.3	71.0	61.2	62.9	71.7	64.8	64.8	67.0	66.5	73.0	73.5	77.5	75.3	75.3	74.7	74.5	75.1	73.2	74.5	73.1
Obtain recognition from colleagues for contributions to my special field †	48.0	46.2	41.1	45.3	45.3	42.1	41.2	–	43.1	47.0	49.4	51.8	53.4	54.7	56.4	56.3	57.1	56.2	56.5	57.1
Become an expert in finance and commerce	19.9	17.5	15.3	22.5	21.7	19.0	21.9	–	–	–	–	–	–	–	–	–	–	–	–	30.7
Have administrative responsibility for the work of others †	34.6	30.6	27.5	29.8	27.4	25.2	29.7	32.0	29.3	34.3	35.1	37.9	38.6	39.5	40.5	41.5	41.9	41.5	43.5	44.7
Be very well-off financially	54.1	54.2	51.3	54.1	48.3	50.2	50.6	*53.2*	54.4	57.8	61.0	65.6	67.1	69.1	69.4	70.5	73.1	73.4	75.6	75.4
Help others who are in difficulty	59.2	52.3	49.7	58.2	57.4	55.2	59.4	56.0	52.9	58.4	54.9	57.3	56.9	55.4	56.0	54.3	53.5	53.2	53.4	55.1
Participate in an organization like the Peace Corps or Vista †	13.3	11.6	11.8	–	14.3	11.3	11.3	–	–	–	–	–	–	–	–	–	–	–	–	–
Become a community leader	30.3	27.7	24.8	20.4	18.3	16.1	17.7	–	–	–	–	–	–	–	–	–	–	–	–	–
Make a theoretical contribution to science †	18.2	15.8	14.2	14.0	13.4	11.9	13.6	–	15.5	16.5	16.9	17.4	17.8	17.6	18.5	18.0	18.1	18.0	16.8	17.0
Write original works (poems, novels, etc)	11.8	11.5	10.9	11.8	12.4	11.5	12.0	–	10.5	10.6	11.0	11.7	10.7	10.9	11.1	11.0	11.1	10.7	10.7	11.3
Never be obligated to people	29.0	26.2	24.9	26.0	24.2	22.8	24.9	–	–	–	–	–	–	–	–	–	–	–	–	–
Create artistic work (painting, sculpture, decorating, etc.)	10.1	10.2	9.5	11.3	11.9	11.2	12.7	–	10.6	10.9	11.2	12.3	10.9	11.3	12.1	10.9	10.9	11.0	10.3	10.6
Help promote racial understanding	–	–	–	–	–	–	–	–	–	–	–	31.9	29.7	28.9	30.1	28.7	28.7	28.4	29.7	30.8
Keep up to date with political affairs	58.0	51.8	51.7	52.5	54.7	44.8	50.6	43.7	38.8	41.7	40.5	44.5	41.4	43.2	45.4	44.9	43.4	39.9	43.1	–
Be successful in my own business †	63.8	57.3	55.3	55.5	53.9	53.0	55.2	51.6	47.6	52.7	54.1	55.5	55.7	55.9	55.4	55.0	54.7	54.1	56.4	56.2
Develop a meaningful philosophy of life	–	79.1	78.8	78.5	72.6	63.6	67.3	64.7	57.4	60.7	57.7	56.4	53.8	51.0	48.7	47.5	46.0	42.5	44.0	43.6
Influence the political structure	–	–	–	19.6	21.8	17.3	18.7	17.9	15.3	17.6	18.5	19.2	17.9	19.1	20.1	18.5	18.1	16.8	17.9	18.9
Influence social values	–	–	–	31.5	32.3	26.5	29.0	29.2	25.2	28.4	27.9	29.0	28.6	29.8	29.4	29.0	28.6	28.1	29.4	30.5
Raise a family	–	–	–	66.5	63.5	56.5	62.2	54.8	53.3	56.2	57.5	58.8	61.8	65.0	62.5	66.3	66.2	64.6	67.6	69.3
Participate in a community action program	–	–	–	–	27.0	23.7	26.6	–	24.8	27.3	25.7	26.5	23.9	23.5	24.1	22.0	21.2	20.3	20.2	20.8
Become involved in programs to clean up the environment	–	–	–	–	–	43.9	45.5	35.8	27.8	30.4	29.2	31.1	28.9	27.6	28.1	27.0	25.3	23.7	23.2	23.4

WEIGHTED NATIONAL NORMS FOR ALL MEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENT INDICATING AGREE STRONGLY OR AGREE SOMEWHAT																				
The activities of married women are best confined to the home and family	–	66.5	–	–	57.0	51.9	46.7	40.9	39.5	37.4	36.8	35.5	35.5	35.9	34.7	35.0	33.6	32.0	29.8	29.5
Parents should be discouraged from having large families	–	48.8	–	–	–	69.3	68.9	67.1	64.1	61.8	60.0	57.2	53.1	51.1	50.1	47.1	42.4	40.9	–	–
Colleges would be improved if organized sports were de-emphasized	–	20.9	–	–	–	26.9	26.7	26.1	29.7	28.6	28.4	27.6	27.7	–	–	–	–	–	–	–
Scientists should publish their findings regardless of the possible consequences	–	47.8	57.7	58.7	63.6	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Realistically, an individual can do little to bring about changes in our society †	–	35.3	35.3	39.5	42.3	46.4	46.6	44.6	47.5	51.9	47.5	47.2	–	–	–	–	–	–	–	39.9
Chief benefit of a college education is that it increases one's earning power	–	63.7	64.9	59.8	71.2	66.2	65.6	61.6	–	–	–	–	–	–	–	–	–	–	–	74.4
Faculty promotions should be based in part on student evaluations	–	63.4	64.1	68.5	71.8	76.2	76.5	74.4	72.9	71.8	71.0	72.2	71.6	70.4	71.1	70.1	69.9	69.6	70.3	70.9
Student publications should be cleared by college officials	–	51.1	55.8	52.0	43.0	32.6	32.6	31.2	32.6	33.6	33.9	35.2	35.1	39.3	40.0	40.0	39.3	39.6	–	–
College officials have the right to ban persons with extreme views from speaking on campus	–	42.3	34.0	34.7	35.4	29.9	28.0	25.7	25.0	26.4	27.3	27.1	26.9	27.6	27.9	28.3	26.3	27.5	24.2	27.5
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	–	45.3	43.2	43.3	45.7	41.4	41.6	39.5	39.1	38.5	38.1	38.3	36.2	39.0	38.6	37.7	36.2	37.6	39.0	–
Most college officials have been too lax dealing with student protests on campus	–	51.2	57.8	63.3	61.0	49.7	45.7	40.3	38.0	–	–	–	–	–	–	–	–	–	–	–
College officials have the right to regulate student behavior off-campus	–	–	23.0	20.4	17.2	14.1	13.3	12.5	14.9	15.3	15.2	15.1	15.8	16.8	16.6	16.3	15.9	16.9	16.4	15.7
Marijuana should be legalized †	–	–	21.4	28.1	41.0	41.7	49.6	50.9	49.7	50.7	51.6	56.6	52.1	48.6	42.1	36.3	32.5	28.4	25.8	24.8
Divorce laws should be liberalized †	–	–	–	46.5	55.2	–	–	–	–	–	–	–	51.5	51.6	49.4	47.3	46.8	46.6	–	–
Abortion should be legal †	–	–	–	–	–	–	–	–	–	–	–	55.8	56.5	53.0	53.3	53.0	53.7	54.7	53.3	54.5
Grading in the high schools is too easy	–	–	–	–	–	–	–	–	–	–	57.6	61.6	63.3	59.9	61.5	59.3	55.1	58.2	53.7	50.6
There is too much concern in the courts for the rights of criminals	–	–	–	60.0	57.5	53.9	56.4	55.7	56.9	59.1	64.8	69.2	70.3	68.1	70.5	74.2	74.3	72.5	–	–
Capital punishment should be abolished †	–	–	–	50.0	53.4	53.2	–	–	–	–	–	–	26.8	28.0	28.0	24.7	23.1	23.9	22.2	22.6
Women should receive the same salary and opportunities for advancement as men in comparable positions	–	–	–	–	76.5	82.7	87.8	88.0	88.2	88.7	88.2	88.2	88.7	88.4	89.9	88.6	88.2	88.3	87.8	86.4
The Federal government is not doing enough to control environmental pollution	–	–	–	–	–	90.3	89.6	86.7	80.8	79.0	80.3	79.0	78.7	77.3	75.8	73.2	74.9	77.6	74.9	75.8
The Federal government is not doing enough to protect the consumer from faulty goods and services	–	–	–	–	–	76.2	75.4	75.6	72.9	71.3	71.2	68.7	70.3	70.8	71.6	65.7	64.4	61.9	57.7	58.2

WEIGHTED NATIONAL NORMS FOR ALL MEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENT INDICATING AGREE STRONGLY OR AGREE SOMEWHAT (contuned)																				
The Federal government is not doing enough to promote school desegregation	–	–	–	–	–	50.6	46.9	46.3	–	–	–	–	–	–	–	–	–	–	–	–
Busing is OK if it helps to achieve racial balance in the schools	–	–	–	–	–	–	–	–	–	–	35.1	38.4	39.2	41.5	43.3	40.6	43.8	47.8	50.8	51.6
College grades should be abolished	–	–	–	–	42.9	41.7	37.9	35.1	30.3	26.4	23.0	21.2	17.8	18.4	17.7	17.4	17.1	17.3	16.6	–
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	–	–	–	–	–	37.7	38.0	36.7	40.6	37.3	35.7	35.5	33.6	36.3	35.8	34.5	–	–	–	–
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	–	–	–	–	–	78.5	80.6	79.0	78.5	77.1	77.9	78.5	79.3	78.7	–	–	–	–	–	–
As long as they work hard, people should be paid equally regardless of ability or quality of their work	–	–	–	–	–	–	25.7	27.7	29.4	26.9	27.1	–	–	–	–	–	–	–	–	–
People should not obey laws which violate their personal values †	–	–	–	–	–	–	–	–	35.4	33.6	34.2	33.9	34.1	35.7	34.9	35.3	–	–	–	–
Wealthy people should pay a larger share of taxes than they do now	–	–	–	–	–	–	75.8	75.8	78.0	78.4	78.5	77.1	75.2	71.9	71.1	71.3	72.4	70.8	69.9	73.5
The Federal government should do more to discourage energy consumption	–	–	–	–	–	–	–	–	–	78.8	77.0	79.8	79.3	80.6	80.1	76.5	74.5	71.6	69.4	68.6
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	–	–	–	–	–	–	–	–	–	–	–	–	–	–	89.7	89.6	89.8	89.8	89.5	–
It is important to have laws prohibiting homosexual relationships	–	–	–	–	–	–	–	–	–	–	55.0	56.7	54.4	56.2	58.1	57.8	57.0	58.3	57.9	58.3
A national health care plan is needed to cover everybody's medical costs †	–	–	–	–	–	–	–	–	–	–	–	60.4	58.6	59.0	55.3	51.7	54.4	56.4	58.0	57.3
Inflation is our biggest domestic problem	–	–	–	–	–	–	–	–	–	–	–	–	–	78.6	78.6	76.0	75.9	63.8	–	–
Government is not promoting disarmament	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	58.1	58.5
Increase Federal military spending	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	47.9	45.8	40.2	34.4
Live together before marriage	–	–	–	–	–	–	–	–	51.2	53.7	54.3	54.5	52.3	50.3	49.5	48.1	48.3	50.1	50.8	52.1
Sex is OK if people like each other	–	–	–	–	–	–	–	–	60.9	65.0	65.1	66.5	65.5	65.7	64.6	62.8	64.0	64.5	63.0	–
Young more idealistic than old	–	–	–	–	–	–	–	–	74.6	73.7	–	–	–	–	–	–	–	–	–	–
Nuclear disarmament is attainable	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	51.7
Federal government should raise taxes to reduce the deficit	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	26.2

WEIGHTED NATIONAL NORMS FOR ALL MEN

EDUCATIONAL EXPENSES AND FINANCIAL AID	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
CONCERN ABOUT ABILITY TO FINANCE COLLEGE EDUCATION																				
None (I am confident that I will have sufficient funds)	34.9	34.3	35.4	35.2	35.0	35.3	37.3	37.9	41.7	40.1	38.6	37.3	38.5	37.8	36.8	37.0	36.1	38.3	38.4	40.7
Some concern (but I will probably have enough funds)	57.0	57.6	56.7	55.4	54.9	55.0	48.5	46.7	44.7	45.1	46.6	47.6	48.3	49.4	49.4	49.3	49.0	48.8	49.2	47.5
Major concern (not sure I will have enough funds to complete college)	8.1	8.1	7.9	9.4	10.2	9.7	14.1	15.4	13.7	14.8	14.8	15.1	13.2	12.8	13.8	13.7	14.9	12.9	12.4	11.8
FINANCIAL RESOURCES FOR FIRST YEAR COLLEGE EXPENSES																				
Parents and family	--	--	--	--	--	--	--	--	--	--	--	--	70.1	66.7	67.7	68.1	70.8	69.7	68.6	69.0
Pell Grant (BEOG prior to 1982)	--	--	--	--	--	--	--	--	--	--	--	--	21.3	30.0	29.7	24.7	22.2	25.4	18.6	18.4
Supp. Educational Oppty. Grant (SEOG)	--	--	--	--	--	--	--	--	--	--	--	--	5.6	7.3	7.8	5.7	5.5	6.5	5.1	4.5
State scholarship or grant	--	--	--	--	--	--	--	--	--	--	--	--	14.7	14.5	15.5	13.3	13.9	15.2	13.1	13.2
College grant or scholarship	--	--	--	--	--	--	--	--	--	--	--	--	12.2	10.8	12.2	10.7	11.3	12.7	15.3	17.0
Private grant or scholarship	--	--	--	--	--	--	--	--	--	--	--	--	6.7	6.2	6.7	6.3	6.7	6.8	5.9	5.3
Federally Guaranteed Student Loan (FGSL)	--	--	--	--	--	--	--	--	--	--	--	--	10.9	14.0	22.0	27.1	21.0	21.8	23.5	22.8
National Direct Student Loan (NDSL)	--	--	--	--	--	--	--	--	--	--	--	--	7.5	7.4	8.7	7.2	5.9	6.2	5.7	5.4
College loan	--	--	--	--	--	--	--	--	--	--	--	--	3.6	3.6	4.5	3.8	3.6	3.8	3.7	3.7
Loan(s) from other sources	--	--	--	--	--	--	--	--	--	--	--	--	3.4	3.4	3.8	4.0	4.0	3.7	3.7	3.7
College Work-Study Grant	--	--	--	--	--	--	--	--	--	--	--	--	10.1	10.6	13.0	10.6	11.0	12.1	8.0	8.6
Full-time work while in college	--	--	--	--	--	--	--	--	--	--	--	--	2.7	2.7	2.9	2.3	2.2	2.1	2.0	2.5
Part-time work while attending college	--	--	--	--	--	--	--	--	--	--	--	--	26.1	25.1	25.3	23.6	23.4	23.3	26.4	28.5
Savings from summer work	--	--	--	--	--	--	--	--	--	--	--	--	48.5	44.3	43.9	44.6	42.8	41.8	47.2	49.7
Other savings	--	--	--	--	--	--	--	--	--	--	--	--	20.7	18.1	18.6	19.0	18.4	18.5	20.0	21.9
Spouse's income	--	--	--	--	--	--	--	--	--	--	--	--	0.7	0.7	0.8	0.8	0.8	0.8	0.8	0.9
Student's GI benefits	--	--	--	--	--	--	--	--	--	--	--	--	1.0	1.3	1.5	1.1	0.9	0.8	0.7	0.9
GI Benefits awarded to student's parents	--	--	--	--	--	--	--	--	--	--	--	--	1.1	1.1	1.2	1.0	0.8	0.9	0.7	0.5
Social Security dependent's benefits	--	--	--	--	--	--	--	--	--	--	--	--	4.9	4.7	5.2	5.1	2.8	2.5	--	--
From sources other than those cited above	--	--	--	--	--	--	--	--	--	--	--	--	4.1	4.1	4.1	3.8	3.3	3.7	2.3	2.1

Notes

† Text or format of question or response differs slightly in different years.

¥ Data not compatible to other years due to change in question, response option, or processing. Interpolated data indicated by italics.

Twenty Year Trends for Freshman Women

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

DEMOGRAPHIC DATA AND OTHER CHARACTERISTICS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
AGE																				
16 or younger	–	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
17	–	5.4	5.5	4.8	4.6	4.3	5.3	6.2	5.2	4.8	4.9	4.0	4.0	3.5	3.2	3.1	3.1	2.9	3.2	2.9
18	–	81.3	79.9	79.3	76.6	78.4	77.7	77.8	77.2	77.1	77.0	77.0	77.9	77.2	75.9	77.4	77.7	76.0	76.6	75.4
19	–	10.0	10.1	10.6	11.8	12.8	12.8	12.3	13.0	13.7	13.7	14.2	14.4	14.9	15.8	15.5	15.6	16.7	15.7	16.9
20	–	1.0	1.4	1.3	1.6	1.4	1.3	1.2	1.5	1.4	1.5	1.6	1.3	1.5	1.7	1.3	1.3	1.5	1.4	1.3
21 or older †	–	2.1	3.1	3.9	5.3	3.0	2.8	2.4	2.9	2.8	2.8	3.0	2.3	2.8	3.3	2.6	2.2	2.8	3.0	3.4
RACIAL/ETHNIC BACKGROUND ◊																				
American Indian	0.6	0.7	0.7	0.3	*0.6*	0.9	1.2	1.0	1.0	0.8	0.9	0.7	0.8	1.0	0.7	1.0	0.9	1.1	0.9	1.0
Oriental/Asian-American	0.7	0.7	1.0	1.5	*1.0*	0.4	1.1	1.0	0.9	1.3	1.9	1.0	1.1	1.2	1.2	1.0	1.3	1.4	1.5	1.8
Other	2.7	4.2	5.1	1.0	*1.1*	1.1	1.8	1.5	1.7	1.7	1.7	1.6	1.5	1.8	1.6	1.2	1.3	1.5	1.7	1.5
White/Caucasian	90.5	89.6	86.0	90.0	*90.3*	90.6	85.9	87.9	87.8	85.6	85.2	86.0	87.6	85.4	85.1	87.6	87.5	85.9	84.6	85.1
Black/Negro/Afro-American	5.6	4.8	7.2	7.1	*7.2*	7.2	10.0	8.6	8.5	10.1	9.6	9.8	9.0	10.1	10.3	9.6	9.4	10.1	10.9	10.0
Mexican-American/Chicano	–	–	–	–	–	1.1	1.5	1.2	1.4	1.6	1.7	1.4	1.0	1.2	2.0	0.9	0.9	0.9	1.1	1.4
Puerto Rican-American	–	–	–	–	–	0.2	0.7	0.4	0.7	0.6	0.5	1.0	0.8	1.0	0.9	0.6	0.9	0.7	0.8	0.7
◊ Only one response per student allowed in 1966-70. Multiple responses allowed since 1971.																				
MARITAL STATUS																				
No †	–	–	–	–	–	97.4	97.7	98.2	98.0	97.8	98.0	98.0	98.5	98.4	98.1	98.3	98.5	98.2	98.2	98.0
Yes †	–	–	–	–	–	2.6	2.3	1.8	2.0	2.2	2.0	2.0	1.5	1.6	1.9	1.7	1.5	1.8	1.8	2.0
US CITIZEN																				
Yes †	–	–	–	98.4	98.7	–	97.9	98.0	–	–	–	–	–	–	–	–	97.9	97.7	97.1	97.7
No †	–	–	–	1.6	1.3	–	2.1	2.0	–	–	–	–	–	–	–	–	2.1	2.3	2.9	2.3
TWIN STATUS																				
No	–	–	–	–	–	–	–	–	–	–	–	98.2	–	–	–	98.1	98.2	98.2	98.2	98.2
Yes, identical	–	–	–	–	–	–	–	–	–	–	–	0.7	–	–	–	0.6	0.6	0.7	0.6	0.7
Yes, fraternal	–	–	–	–	–	–	–	–	–	–	–	1.2	–	–	–	1.2	1.2	1.1	1.2	1.1
VETERAN STATUS																				
No	–	–	–	–	99.7	99.8	99.8	99.8	99.2	99.1	99.1	99.2	99.3	99.1	99.2	99.2	99.2	–	–	–
Yes †	–	–	–	–	0.3	0.2	0.1	0.1	0.8	0.9	0.9	0.8	0.7	0.9	0.8	0.8	0.8	–	–	–

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
MOTHER'S EDUCATION																				
Grammar school or less	5.5	6.0	6.2	6.3	7.0	5.4	6.2	4.5	5.2	5.1	5.3	5.0	4.0	4.7	4.5	3.5	3.3	3.7	3.7	3.6
Some high school	12.7	13.0	14.4	13.7	13.9	13.2	13.0	11.7	11.7	11.6	11.7	12.0	10.2	11.1	10.4	9.4	8.4	8.9	8.6	8.4
High school graduate	40.2	40.3	41.2	41.6	40.5	42.6	41.8	40.1	39.8	40.2	40.6	41.4	40.6	39.9	40.9	40.8	40.8	39.8	39.0	37.7
Postsecondary school other than college	–	–	–	–	–	–	–	7.7	7.9	7.2	7.3	7.1	7.5	6.9	7.1	7.0	7.4	7.7	7.9	7.9
Some college	22.5	21.6	20.4	20.5	19.7	19.3	18.5	15.3	14.9	14.7	14.2	13.6	14.4	14.6	14.3	14.9	14.8	15.0	15.2	16.1
College degree	16.3	16.0	14.9	14.9	15.6	16.2	13.9	14.1	14.2	14.2	14.4	14.0	15.4	15.0	14.9	16.0	16.4	15.7	16.5	16.4
Some graduate school	–	–	–	–	–	–	2.4	2.2	2.0	2.1	1.9	1.9	2.1	2.1	2.0	2.1	2.1	2.1	2.3	2.5
Graduate degree	2.8	3.0	2.8	3.0	3.2	3.4	4.3	4.4	4.4	4.9	4.7	5.0	5.8	5.8	5.8	6.2	6.7	7.2	6.8	7.5
MOTHER'S CURRENT OCCUPATION																				
Artist	–	–	–	–	–	–	–	–	–	–	1.3	1.2	1.3	1.3	1.2	1.3	1.4	1.4	1.3	1.4
Businesswoman	–	–	–	–	–	–	–	–	–	–	6.6	6.8	7.7	8.1	8.6	9.7	10.0	10.7	11.1	12.6
Business (clerical)	–	–	–	–	–	–	–	–	–	–	11.3	11.0	11.2	11.4	12.0	12.3	12.4	11.8	12.2	11.6
Clergy or religious worker	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
College teacher	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Doctor or dentist	–	–	–	–	–	–	–	–	–	–	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.3
Educator (secondary school)	–	–	–	–	–	–	–	–	–	–	2.4	2.3	2.5	2.5	2.6	2.9	3.0	2.7	2.8	3.2
Elementary school teacher	–	–	–	–	–	–	–	–	–	–	5.2	5.1	5.5	5.5	5.1	5.5	5.6	5.0	5.3	5.4
Engineer	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Farmer or forester	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.3	0.4	0.3	0.3	0.3	0.3
Health professional	–	–	–	–	–	–	–	–	–	–	1.6	1.6	1.5	1.6	1.7	1.8	1.9	1.9	1.9	1.8
Homemaker	–	–	–	–	–	–	–	–	–	–	34.0	32.1	31.5	28.0	28.0	23.1	22.5	25.1	23.6	22.6
Lawyer	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Nurse	–	–	–	–	–	–	–	–	–	–	6.1	6.4	6.4	6.6	6.7	7.4	7.5	7.4	7.7	7.4
Research scientist	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Skilled worker	–	–	–	–	–	–	–	–	–	–	1.6	1.7	1.8	1.7	1.8	1.8	1.9	1.8	1.6	1.7
Semiskilled or or unskilled worker †	–	–	–	–	–	–	–	–	–	–	5.4	5.4	4.8	5.4	5.3	5.3	5.4	5.3	5.3	4.9
Social worker	–	–	–	–	–	–	–	–	–	–	–	1.0	1.0	1.2	1.1	1.1	1.1	1.1	1.2	1.1
Unemployed	–	–	–	–	–	–	–	–	–	–	8.3	8.8	7.8	8.5	8.3	8.0	7.5	6.8	6.8	6.8
Other	–	–	–	–	–	–	–	–	–	–	15.4	15.6	16.2	17.2	16.5	18.5	18.5	17.5	18.1	18.1
FATHER'S EDUCATION																				
Grammar school or less	8.6	9.5	9.9	9.8	10.7	8.8	9.6	7.1	8.2	7.6	8.0	7.6	6.4	6.9	6.8	5.8	5.1	5.6	5.4	5.2
Some high school	14.4	14.9	15.8	15.5	15.3	14.9	14.3	13.4	13.2	13.2	13.2	13.3	11.8	13.0	12.2	11.2	10.7	10.9	10.3	10.2
High school graduate	28.0	27.9	28.6	28.9	27.5	29.7	28.9	26.9	28.0	27.9	28.0	29.3	28.0	27.6	29.4	29.2	29.7	29.4	29.9	28.6
Postsecondary school other than college	–	–	–	–	–	–	–	4.8	4.6	4.5	4.4	4.5	4.5	4.5	4.3	4.6	4.6	4.8	5.2	5.0
Some college	20.3	19.1	18.8	18.5	17.5	17.4	16.8	14.9	14.3	13.9	13.4	13.2	13.5	13.4	12.9	13.3	13.4	13.6	13.7	13.9
College degree	18.1	17.9	17.3	17.7	18.8	19.4	16.7	17.7	17.4	18.0	18.4	17.9	19.5	18.7	18.5	19.3	19.2	18.8	19.0	19.0
Some graduate school	–	–	–	–	–	–	2.5	2.5	2.2	2.2	2.3	2.1	2.5	2.3	2.3	2.4	2.3	2.2	2.3	2.6
Graduate degree	10.5	10.8	9.5	9.5	10.2	10.0	11.2	12.6	12.1	12.6	12.3	12.2	13.9	13.6	13.6	14.3	15.0	14.6	14.2	15.7

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
FATHER'S CURRENT OCCUPATION																				
Artist	–	0.9	0.8	0.9	0.9	0.8	0.8	–	0.7	0.7	0.9	0.9	0.8	0.9	0.8	0.8	0.8	0.8	0.8	0.8
Businessman	–	31.5	30.4	29.4	30.0	29.7	29.9	–	27.1	25.8	28.2	27.3	28.5	28.0	27.6	27.7	28.5	28.0	27.9	27.9
Clergyman	–	1.1	0.9	1.0	1.2	0.9	1.0	–	1.0	1.0	1.0	1.0	1.2	1.0	1.0	1.0	0.9	1.0	0.9	0.9
College teacher	–	0.8	0.8	0.9	0.9	0.9	1.0	–	1.2	1.2	0.9	0.9	0.9	1.0	1.0	1.0	1.0	0.9	0.9	0.9
Doctor or dentist	–	2.6	2.2	2.2	2.2	2.0	2.1	–	2.1	2.3	2.1	1.9	2.2	2.1	2.1	2.1	2.1	2.1	1.9	2.0
Educator (secondary school)	–	2.2	2.0	2.2	2.1	2.3	2.3	–	2.0	2.0	2.9	2.8	3.1	3.1	3.1	3.4	3.3	3.3	3.2	3.4
Elementary school teacher	–	0.3	0.3	0.3	0.5	0.4	0.3	–	0.5	0.7	0.5	0.5	0.5	0.6	0.5	0.6	0.6	0.6	0.6	0.7
Engineer	–	7.3	7.3	7.3	7.1	7.5	7.7	–	6.7	7.1	8.7	8.3	9.0	8.5	8.5	8.5	9.0	8.4	8.5	8.3
Farmer or forester	–	6.5	6.2	6.0	5.6	6.8	5.9	–	5.5	4.4	4.4	4.1	3.9	4.0	4.1	4.7	4.0	4.2	3.8	4.0
Health professional	–	1.0	1.0	1.3	1.1	1.2	1.1	–	1.0	1.1	1.2	1.2	1.2	1.2	1.1	1.3	1.3	1.2	1.3	1.2
Lawyer	–	1.6	1.3	1.3	1.4	1.3	1.4	–	1.5	1.5	1.4	1.3	1.4	1.5	1.4	1.5	1.6	1.4	1.4	1.5
Military career	–	1.6	1.5	1.5	1.6	1.8	1.6	–	1.3	1.5	1.9	1.8	1.8	1.5	1.6	1.9	1.8	1.6	1.6	1.6
Research scientist	–	0.6	0.6	0.5	0.7	0.6	0.6	–	0.6	0.6	0.6	0.5	0.7	0.5	0.6	0.5	0.5	0.6	0.5	0.5
Skilled worker	–	11.3	11.5	12.2	11.5	11.0	11.5	–	17.6	17.0	10.4	10.7	10.3	10.1	10.4	9.9	10.1	9.8	10.2	9.6
Semiskilled or unskilled worker †	–	10.2	11.6	11.4	11.5	10.5	10.4	–	9.3	9.0	9.4	9.6	8.0	8.7	9.2	7.9	8.0	8.3	8.1	8.6
Unemployed	–	0.9	1.3	1.3	1.5	1.7	2.1	–	2.3	3.1	2.6	2.9	2.7	2.8	3.0	2.5	2.5	3.7	3.2	3.1
Other	–	19.5	20.1	20.4	20.0	20.7	20.2	–	19.7	21.0	22.9	24.1	23.7	24.5	24.0	24.7	24.0	24.1	25.4	25.1
ESTIMATED PARENTAL INCOME																				
Less than $6,000	19.7	*18.6*	17.4	15.2	14.9	13.1	15.7	12.3	12.2	12.5	12.4	11.8	9.2	9.0	8.4	6.6	5.9	6.6	6.6	5.3
$6,000-$9,999	32.4	*31.6*	30.8	29.4	23.2	21.9	18.3	14.8	14.1	12.2	11.5	10.9	9.3	9.0	8.0	6.6	6.2	5.9	5.6	4.9
$10,000-14,999	25.2	*25.8*	26.4	27.6	29.4	31.3	28.7	28.5	28.4	25.2	23.4	21.5	18.1	16.0	14.7	12.9	11.2	11.5	10.8	7.8
$15,000-19,999	10.1	*11.0*	11.9	13.1	13.1	13.9	14.3	16.0	15.4	16.2	16.1	16.3	15.6	13.4	12.3	10.7	9.5	8.7	8.3	7.4
$20,000-24,999	5.2	*5.5*	5.8	6.6	7.6	8.4	9.0	10.9	11.8	12.1	12.9	14.0	15.4	15.9	15.8	15.0	12.8	12.6	11.3	8.4
$25,000-29,999	2.7	*2.8*	2.8	3.0	4.0	4.0	4.5	5.4	5.8	6.8	7.1	7.7	9.4	9.7	10.4	10.9	10.8	10.3	10.0	8.7
$30,000 or more	4.6	*4.8*	4.9	5.0	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
$30,000-34,999	–	–	–	–	2.8	2.7	3.0	4.1	4.1	4.6	5.4	5.8	7.5	7.8	9.0	10.1	11.8	10.8	10.8	11.2
$35,000-39,999	–	–	–	–	1.5	1.5	2.0	2.4	2.5	3.1	3.3	3.6	4.6	5.5	5.9	7.6	8.2	8.4	9.1	9.8
$40,000 or more	–	–	–	–	3.6	3.3	–	–	–	–	–	–	–	–	–	–	–	–	–	–
$40,000-49,999	–	–	–	–	–	–	1.8	2.0	2.2	2.8	3.2	3.3	4.2	5.8	6.8	8.5	10.1	10.6	11.4	11.2
$50,000 or more	–	–	–	–	–	–	2.8	3.5	3.6	4.5	4.8	5.1	6.7	–	–	–	–	–	–	–
$50,000-59,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	9.2
$50,000-99,999	–	–	–	–	–	–	–	–	–	–	–	–	–	5.9	6.6	8.5	10.5	11.5	12.4	–
$60,000-74,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	6.7
$75,000-99,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.9
$100,000-149,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2.7
$100,000 or more	–	–	–	–	–	–	–	–	–	–	–	–	–	1.9	2.0	2.5	3.0	3.1	3.5	–
$150,000 or more	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2.7

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
CURRENT RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	56.7	51.9	48.4	51.7	52.7	44.8	40.7	47.8	49.4	48.8	47.3	47.1	48.0	34.3	34.7	35.8	34.2	32.4	43.9	46.8
Roman Catholic	28.5	30.9	31.6	30.2	30.2	28.7	29.6	33.9	33.3	33.6	35.3	37.6	37.3	38.2	39.0	37.4	39.3	39.6	40.0	37.6
Eastern Orthodox	–	–	–	–	0.5	–	–	0.6	0.5	0.6	0.6	0.6	0.6	–	–	–	–	–	0.6	0.6
Jewish	3.9	4.7	4.7	3.7	4.5	2.9	4.0	5.1	3.5	3.9	3.4	3.4	3.8	3.5	2.9	2.8	2.9	3.0	2.9	2.7
Buddhist	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2
Muslim (Islamic)	–	–	–	0.1	0.1	–	–	0.1	0.2	0.1	0.1	0.1	0.2	–	–	–	–	–	0.2	0.1
Other religion	6.1	6.6	8.0	3.8	3.9	11.4	13.5	3.6	4.1	4.4	4.9	4.2	3.9	17.5	17.0	18.2	17.8	18.7	5.9	5.2
None	4.7	6.0	7.3	10.6	8.2	12.2	12.2	8.8	9.0	8.5	8.3	6.9	6.2	6.6	6.5	5.8	5.9	6.2	6.4	7.0
Other Christian Denominations																				
Baptist	–	–	–	11.8	14.7	–	–	13.5	13.7	14.7	13.7	14.1	13.8	–	–	–	–	–	14.5	15.0
Congregational (United Church of Christ)	–	–	–	3.9	2.5	–	–	1.8	2.1	1.7	1.8	1.9	2.0	–	–	–	–	–	1.9	1.6
Episcopal	–	–	–	4.2	4.2	–	–	3.6	3.3	3.3	3.2	3.2	3.4	–	–	–	–	–	–	2.8
Latter Day Saints (Mormon)	–	–	–	0.6	0.3	–	–	0.3	0.3	0.3	0.3	0.3	0.2	–	–	–	–	–	0.2	0.2
Lutheran	–	–	–	6.8	6.3	–	–	5.7	6.7	5.9	6.4	5.7	5.4	–	–	–	–	–	5.6	6.0
Methodist	–	–	–	11.0	10.8	–	–	10.9	10.9	11.0	9.7	10.2	10.8	–	–	–	–	–	–	10.3
Presbyterian	–	–	–	6.7	6.6	–	–	6.1	5.8	6.0	5.5	5.3	5.8	–	–	–	–	–	10.7	5.1
Quaker (Society of Friends)	–	–	–	0.4	0.3	–	–	0.2	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.1
Seventh Day Adventist	–	–	–	0.4	0.4	–	–	0.4	0.4	0.5	0.5	0.3	0.4	–	–	–	–	–	0.3	0.3
Unitarian-Universalist	–	–	–	0.9	0.8	–	–	0.5	0.5	0.4	0.4	0.3	0.3	–	–	–	–	–	0.2	–
Other Protestant	–	–	–	5.0	5.8	–	–	4.8	5.5	4.8	5.6	5.6	5.7	–	–	–	–	–	10.3	5.4
MOTHER'S RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	–	–	–	–	57.8	–	–	–	54.0	53.4	51.3	50.8	51.3	36.8	37.1	38.0	36.5	34.5	46.2	49.3
Roman Catholic	–	–	–	–	30.6	–	–	–	34.5	34.7	36.6	38.2	37.8	38.7	39.4	37.5	39.2	39.7	40.0	37.6
Eastern Orthodox	–	–	–	–	0.5	–	–	–	0.6	0.7	0.7	0.7	0.7	–	–	–	–	–	0.7	0.6
Jewish	–	–	–	–	5.2	–	–	–	4.0	4.3	3.8	3.7	4.1	3.8	3.2	3.1	3.2	3.3	3.2	2.9
Buddhist	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.2	0.3
Muslim (Islamic)	–	–	–	–	0.1	–	–	–	0.1	0.1	0.1	0.1	0.1	–	–	–	–	–	0.2	0.2
Other religion	–	–	–	–	2.9	–	–	–	2.9	3.4	3.9	3.4	3.3	17.2	16.8	18.0	17.8	18.8	5.6	4.9
None	–	–	–	–	3.1	–	–	–	3.6	3.6	3.8	3.0	2.9	3.5	3.5	3.4	3.3	3.6	3.8	4.2
Other Christian Denominations																				
Baptist	–	–	–	–	15.6	–	–	–	14.3	15.5	14.1	14.5	13.9	–	–	–	–	–	14.5	14.9
Congregational (United Church of Christ)	–	–	–	–	2.9	–	–	–	2.3	1.9	2.0	2.2	2.1	–	–	–	–	–	2.0	1.7
Episcopal	–	–	–	–	4.8	–	–	–	4.0	3.9	3.7	3.7	3.8	–	–	–	–	–	–	3.1
Latter Day Saints (Mormon)	–	–	–	–	0.3	–	–	–	0.3	0.2	0.3	0.3	0.2	–	–	–	–	–	0.2	0.2
Lutheran	–	–	–	–	6.9	–	–	–	7.2	6.4	7.0	6.2	5.9	–	–	–	–	–	6.1	6.4
Methodist	–	–	–	–	12.4	–	–	–	12.3	12.3	10.9	11.2	11.8	–	–	–	–	–	11.4	11.0
Presbyterian	–	–	–	–	7.6	–	–	–	7.0	7.1	6.5	6.0	6.6	–	–	–	–	–	–	5.6
Quaker (Society of Friends)	–	–	–	–	0.2	–	–	–	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Seventh Day Adventist	–	–	–	–	0.4	–	–	–	0.3	0.5	0.6	0.3	0.5	–	–	–	–	–	0.3	0.3
Unitarian-Universalist	–	–	–	–	0.6	–	–	–	0.5	0.5	0.5	0.4	0.4	–	–	–	–	–	0.3	–
Other Protestant	–	–	–	–	6.1	–	–	–	5.6	4.9	5.5	5.8	5.9	–	–	–	–	–	11.2	5.9

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
FATHER'S RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	--	--	--	--	--	--	--	--	51.3	50.6	48.8	48.0	48.6	35.8	35.9	37.0	35.5	33.5	44.1	46.3
Roman Catholic	--	--	--	--	--	--	--	--	33.1	33.2	34.7	37.1	36.3	37.2	38.0	35.9	37.7	37.9	38.7	36.5
Eastern Orthodox	--	--	--	--	--	--	--	--	0.6	0.6	0.7	0.7	0.7	--	--	--	--	--	0.8	0.7
Jewish	--	--	--	--	--	--	--	--	4.2	4.5	4.0	3.9	4.2	3.9	3.3	3.2	3.4	3.5	3.4	3.1
Buddhist	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.2	0.3
Muslim (Islamic)	--	--	--	--	--	--	--	--	0.1	0.1	0.2	0.1	0.2	--	--	--	--	--	0.2	0.2
Other religion	--	--	--	--	--	--	--	--	2.6	3.0	3.5	3.2	3.0	16.3	15.8	17.1	16.8	18.0	5.0	4.3
None	--	--	--	--	--	--	--	--	8.0	8.1	8.4	6.9	6.9	6.8	6.9	6.7	6.6	7.2	7.6	8.5
Other Christian Denominations																				
Baptist	--	--	--	--	--	--	--	--	13.5	14.5	13.4	13.5	13.3	--	--	--	--	--	13.7	14.0
Congregational (United Church of Christ)	--	--	--	--	--	--	--	--	2.2	1.8	1.9	1.9	1.9	--	--	--	--	--	1.8	1.5
Episcopal	--	--	--	--	--	--	--	--	3.5	3.5	3.3	3.3	3.3	--	--	--	--	--	--	2.7
Latter Day Saints (Mormon)	--	--	--	--	--	--	--	--	0.3	0.2	0.3	0.2	0.1	--	--	--	--	--	0.2	0.2
Lutheran	--	--	--	--	--	--	--	--	7.2	6.2	6.9	6.0	5.7	--	--	--	--	--	6.1	6.2
Methodist	--	--	--	--	--	--	--	--	11.7	11.9	10.3	10.8	11.2	--	--	--	--	--	10.9	10.5
Presbyterian	--	--	--	--	--	--	--	--	6.7	6.7	6.1	5.9	6.3	--	--	--	--	--	--	5.3
Quaker (Society of Friends)	--	--	--	--	--	--	--	--	0.1	0.2	0.2	0.2	0.2	--	--	--	--	--	0.2	0.1
Seventh Day Adventist	--	--	--	--	--	--	--	--	0.3	0.4	0.5	0.2	0.4	--	--	--	--	--	0.3	0.2
Unitarian-Universalist	--	--	--	--	--	--	--	--	0.5	0.4	0.4	0.3	0.4	--	--	--	--	--	0.2	--
Other Protestant	--	--	--	--	--	--	--	--	5.3	4.8	5.5	5.7	5.8	--	--	--	--	--	10.7	5.6
PHYSICALLY HANDICAPPED/DISABLED ◊																				
No	--	--	--	--	--	--	--	--	--	--	--	--	97.4	97.5	97.6	94.4	94.8	--	--	--
Yes	--	--	--	--	--	--	--	--	--	--	--	--	2.6	2.5	2.4	5.6	5.2	--	--	--
◊ "handicapped" used in 1978-80, "disabled" in 1981-82.																				
TYPE OF PHYSICAL HANDICAP OR DISABILITY ◊																				
Hearing	--	--	--	--	--	--	--	--	--	--	--	--	10.2	9.1	9.2	8.3	8.7	0.7	0.8	0.7
Speech	--	--	--	--	--	--	--	--	--	--	--	--	2.8	2.3	2.1	1.3	1.1	0.2	0.2	0.1
Visual-partially sighted/blind †	--	--	--	--	--	--	--	--	--	--	--	--	38.8	38.5	27.7	49.4	46.9	2.1	1.7	2.0
Orthopedic	--	--	--	--	--	--	--	--	--	--	--	--	18.0	15.3	20.0	13.5	11.9	0.9	0.9	0.9
Learning disabled	--	--	--	--	--	--	--	--	--	--	--	--	4.2	4.4	4.2	4.8	5.6	0.5	0.7	0.9
Other	--	--	--	--	--	--	--	--	--	--	--	--	14.1	14.3	11.9	5.4	6.3	1.1	1.1	1.0
Health related	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	12.5	11.0	0.9	1.1	1.4
◊ From 1978 to 1982, only handicapped/disabled students were asked to respond to this item. Beginning in 1983, all students were asked to respond.																				
DOES YOUR HANDICAP REQUIRE ARCHITECTURAL ACCOMMODATIONS (WHEEELCHAIR RAMPS, ELEVATORS, ETC.)?																				
No		--	--	--	--	--	--	--	--	--	--	--	98.4	95.5	97.3	98.3	98.4	--	--	--
Yes		--	--	--	--	--	--	--	--	--	--	--	1.6	4.5	2.7	1.7	1.6	--	--	--

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
SELF-RATINGS ABOVE AVERAGE OR TOP 10 PERCENT ON THE FOLLOWING SKILLS AND TRAITS																				
Academic ability	58.5	–	–	–	–	51.9	–	–	52.8	–	50.8	–	–	–	50.4	–	–	–	–	52.3
Athletic ability	24.3	–	–	–	–	24.3	–	–	25.5	–	26.1	–	–	–	26.8	–	–	–	–	–
Artistic ability	21.6	–	–	–	–	19.7	–	–	21.2	–	22.9	–	–	–	22.7	–	–	–	–	21.1
Cheerfulness	58.3	–	–	–	–	56.4	–	–	57.6	–	60.8	–	–	–	64.3	–	–	–	–	–
Defensiveness	27.5	–	–	–	–	26.9	–	–	26.7	–	24.9	–	–	–	26.5	–	–	–	–	–
Drive to achieve	57.9	–	–	–	–	54.0	–	–	60.4	–	61.8	–	–	–	65.1	–	–	–	–	60.9
Leadership ability	35.0	–	–	–	–	30.4	–	–	36.3	–	39.2	–	–	–	43.9	–	–	–	–	46.0
Mathematical ability	26.0	–	–	–	–	25.5	–	–	26.8	–	26.6	–	–	–	29.2	–	–	–	–	31.7
Mechanical ability	10.5	–	–	–	–	8.2	–	–	9.5	–	9.8	–	–	–	11.2	–	–	–	–	–
Originality	36.3	–	–	–	–	33.4	–	–	36.4	–	37.7	–	–	–	42.3	–	–	–	–	–
Physical attractiveness	–	–	–	–	–	–	–	–	24.0	–	24.2	–	–	–	27.4	–	–	–	–	–
Political conservatism	12.2	–	–	–	–	6.6	–	–	7.8	–	8.8	–	–	–	9.5	–	–	–	–	–
Political liberalism	17.5	–	–	–	–	19.8	–	–	17.6	–	16.3	–	–	–	12.7	–	–	–	–	–
Popularity	28.5	–	–	–	–	26.0	–	–	26.4	–	26.8	–	–	–	30.5	–	–	–	–	37.5
Popularity with the opposite sex	24.6	–	–	–	–	23.6	–	–	25.7	–	25.4	–	–	–	29.6	–	–	–	–	–
Public speaking ability	20.7	–	–	–	–	17.1	–	–	18.0	–	19.4	–	–	–	22.0	–	–	–	–	–
Self-confidence (intellectual)	30.7	–	–	–	–	30.3	–	–	34.8	–	36.7	–	–	–	40.9	–	–	–	–	47.0
Self-confidence (social)	26.0	–	–	–	–	24.5	–	–	30.5	–	32.9	–	–	–	38.0	–	–	–	–	43.7
Sensitivity to criticism	29.8	–	–	–	–	28.2	–	–	27.5	–	26.3	–	–	–	25.0	–	–	–	–	–
Stubbornness	37.5	–	–	–	–	37.4	–	–	38.1	–	37.3	–	–	–	38.2	–	–	–	–	–
Understanding of others	66.0	–	–	–	–	67.3	–	–	70.7	–	71.6	–	–	–	76.1	–	–	–	–	–
Writing ability	28.9	–	–	–	–	29.3	–	–	32.3	–	34.8	–	–	–	36.4	–	–	–	–	39.8
Physical health	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	51.7
Emotional health	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	55.9
NUMBER OF PEOPLE CURRENTLY DEPENDENT ON PARENTS FOR SUPPORT (INCLUDING SELF AND PARENTS, IF APPLICABLE)																				
One	–	–	–	–	–	–	–	–	–	–	–	–	4.1	5.1	4.9	4.5	5.3	5.6	5.4	6.0
Two	–	–	–	–	–	–	–	–	–	–	–	–	7.8	9.1	9.1	9.3	9.8	11.2	11.8	12.5
Three	–	–	–	–	–	–	–	–	–	–	–	–	19.3	19.5	20.9	20.7	21.1	23.5	23.8	22.1
Four	–	–	–	–	–	–	–	–	–	–	–	–	25.8	25.8	25.9	26.8	27.7	29.1	29.6	28.7
Five	–	–	–	–	–	–	–	–	–	–	–	–	22.6	21.6	21.5	22.2	20.8	19.2	18.6	18.3
Six or more	–	–	–	–	–	–	–	–	–	–	–	–	20.4	18.9	17.8	16.5	15.4	11.5	10.8	12.3
NUMBER OF DEPENDENTS OTHER THAN STUDENT CURRENTLY ATTENDING COLLEGE																				
None	–	–	–	–	–	–	–	–	–	–	–	–	66.4	66.2	66.1	65.5	65.6	66.6	68.0	69.2
One	–	–	–	–	–	–	–	–	–	–	–	–	24.9	24.6	24.9	25.0	24.9	24.5	23.6	23.2
Two	–	–	–	–	–	–	–	–	–	–	–	–	6.2	6.5	6.4	6.7	6.7	6.3	6.0	5.5
Three or more	–	–	–	–	–	–	–	–	–	–	–	–	2.5	2.7	2.5	2.7	2.8	2.6	2.4	2.1

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

HIGH SCHOOL ACHIEVEMENTS AND EXPERIENCES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
AVERAGE GRADE IN HIGH SCHOOL																				
A or A+	7.4	6.9	6.2	5.8	6.6	7.4	8.5	9.3	9.0	10.0	10.3	10.3	12.4	10.8	10.7	10.8	11.5	11.3	10.9	10.6
A-	12.8	12.0	11.6	10.7	11.3	12.0	13.3	12.4	13.6	12.7	13.8	13.2	14.9	13.4	13.5	13.3	13.2	12.7	12.3	13.0
B+	21.1	20.9	20.3	19.9	20.7	21.7	22.6	24.7	22.5	22.7	23.8	23.1	22.5	21.7	21.5	21.8	21.5	20.6	20.7	21.0
B	25.2	26.4	27.0	27.8	27.5	28.1	27.8	27.4	28.7	28.2	27.6	28.6	27.0	28.1	28.4	27.9	27.7	27.2	26.5	26.8
B-	13.3	13.8	14.1	14.5	14.5	13.9	11.9	12.7	11.4	12.2	10.6	11.2	10.7	11.4	11.2	11.9	11.9	12.2	12.8	12.1
C+	11.9	11.7	12.0	12.6	12.2	10.8	10.2	7.4	9.2	8.0	8.5	8.5	7.7	8.9	8.9	9.1	9.3	10.0	10.7	10.1
C	8.0	7.9	8.4	8.4	6.9	5.8	5.6	6.0	5.5	6.1	5.3	5.0	4.6	5.4	5.7	5.1	4.9	5.7	6.0	6.1
D	0.3	0.2	0.3	0.3	0.3	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.2	0.3
TYPE OF SECONDARY SCHOOL																				
Public	83.5	--	--	83.4	82.7	--	84.8	--	--	--	--	--	--	86.2	86.8	--	--	85.0	84.2	--
Private: nondenominational †	3.1	--	--	3.5	2.6	--	3.9	--	--	--	--	--	--	2.9	2.8	--	--	4.1	4.2	--
Private: denominational †	13.4	--	--	13.1	14.7	--	11.3	--	--	--	--	--	--	10.9	10.4	--	--	11.0	11.6	--
ACADEMIC RANK IN HIGH SCHOOL																				
Top quarter †	--	--	60.6	59.7	48.1	49.7	49.8	--	--	--	--	--	49.3	--	--	--	--	--	--	--
Second quarter	--	--	24.7	24.2	30.6	30.4	32.1	--	--	--	--	--	33.1	--	--	--	--	--	--	--
Third quarter	--	--	12.4	13.4	18.4	17.5	16.3	--	--	--	--	--	15.9	--	--	--	--	--	--	--
Fourth quarter	--	--	2.3	2.7	2.9	2.4	1.8	--	--	--	--	--	1.6	--	--	--	--	--	--	--
Top 20 percent	--	--	--	--	--	--	--	--	--	--	--	--	--	42.3	43.0	43.8	43.7	44.0	44.1	45.1
Second 20 percent	--	--	--	--	--	--	--	--	--	--	--	--	--	22.0	22.0	22.5	22.2	21.3	21.2	21.4
Middle 20 percent	--	--	--	--	--	--	--	--	--	--	--	--	--	30.3	29.6	28.4	29.1	28.9	28.3	27.3
Fourth 20 percent	--	--	--	--	--	--	--	--	--	--	--	--	--	4.7	4.6	4.7	4.4	5.1	5.6	5.4
Bottom 20 percent	--	--	--	--	--	--	--	--	--	--	--	--	--	0.7	0.7	0.6	0.6	0.7	0.8	0.8
YEAR GRADUATED FROM HIGH SCHOOL																				
Current year (year of the survey)	--	--	--	--	--	92.6	93.5	94.7	93.4	93.9	93.7	93.4	94.8	93.6	[illegible]2.9	94.5	94.8	94.1	93.7	93.7
Last year	--	--	--	--	--	--	--	2.2	2.8	2.5	2.6	2.7	2.4	2.8	2.8	2.1	2.3	2.3	2.5	2.3
Year before last	--	--	--	--	--	--	--	0.6	0.8	0.7	0.8	0.8	0.6	0.7	0.9	0.6	0.6	0.7	0.6	0.6
Three years ago	--	--	--	--	--	--	--	1.4	1.7	1.6	1.7	1.9	1.3	1.6	2.0	1.6	1.4	1.7	1.8	1.9
High school equivalent	--	--	--	--	--	--	--	0.5	0.6	0.6	0.7	0.8	0.6	0.8	0.9	0.7	0.7	1.0	1.1	1.3
Never completed high school	--	--	--	--	--	--	--	0.7	0.8	0.6	0.5	0.4	0.3	0.4	0.5	0.4	0.3	0.2	0.2	0.3
HAVE HAD SPECIAL TUTORING OR REMEDIAL WORK IN																				
English	--	--	--	--	--	--	--	--	--	--	--	--	--	5.3	5.3	4.4	4.3	--	4.7	--
Reading	--	--	--	--	--	--	--	--	--	--	--	--	--	5.6	5.6	4.4	4.3	--	4.5	--
Mathematics	--	--	--	--	--	--	--	--	--	--	--	--	--	7.2	7.6	6.7	7.5	--	9.0	--
Social studies	--	--	--	--	--	--	--	--	--	--	--	--	--	4.5	5.0	3.3	3.2	--	3.4	--
Science	--	--	--	--	--	--	--	--	--	--	--	--	--	4.1	4.7	3.4	3.3	--	3.8	--
Foreign language	--	--	--	--	--	--	--	--	--	--	--	--	--	3.6	3.5	2.8	3.0	--	3.3	--

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

HIGH SCHOOL ACTIVITIES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENTAGE REPORTING THAT DURING THE PAST YEAR THEY																				
Played a musical instrument	60.4	51.2	44.4	43.2	41.4	41.4	–	–	–	–	–	–	48.9	46.1	–	45.6	50.2	47.5	45.9	45.8
Stayed up all night	61.6	63.6	56.2	63.1	61.1	59.3	–	–	–	–	–	–	67.5	68.3	–	71.2	74.0	71.8	73.2	73.8
Participated in organized demonstrations	14.9	15.3	–	–	–	–	–	–	–	–	–	–	17.8	19.2	–	21.4	23.2	22.3	–	–
Did extra, unassigned reading for a course ◊	–	17.2	14.1	16.9	18.5	17.2	–	–	–	–	–	–	–	–	–	–	–	–	14.6	13.3
Attended a religious service	–	–	93.4	92.1	89.6	89.0	–	–	–	–	–	–	88.1	87.1	–	88.3	88.3	88.0	86.5	87.3
Worked in a local, state, or national political campaign †	–	–	13.5	17.9	15.1	14.2	–	–	–	–	–	–	9.1	8.6		9.0	8.3	7.7	9.0	–
Voted in a student election ◊	75.3	77.2	80.1	71.9	71.9	67.9	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Came late to class	46.8	54.3	51.0	56.1	56.7	51.1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Studied in the library ◊	32.8	*35.5*	38.1	42.1	37.4	36.2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Checked out a book or journal from the school library ◊	61.9	63.2	59.7	57.2	52.6	50.9	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Attended a public recital or concert †	75.2	–	–	–	–	–	–	–	–	–	–	–	84.2	81.3	–	80.8	80.7	78.3	77.1	79.6
Arranged a date for another student	53.7	52.9	49.1	49.9	46.6	40.3	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Won an award in an art contest †	6.3	6.5	6.4	6.4	6.3	6.4	–	–	–	–	–	–	–	–	–	–	–	–	14.8	15.4
Edited school paper, yearbook, magazine †	17.0	16.3	15.3	15.2	14.6	15.5	–	–	–	–	–	–	–	–	–	–	–	–	22.7	22.4
Participated in science contest †	2.6	2.3	2.2	2.1	2.1	1.7	–	–	–	–	–	–	–	–	–	–	–	–	12.8	12.9
Overslept and missed a class or appointment	16.8	16.8	14.8	19.3	19.2	17.2	–	–	–	–	–	–	–	–	–	–	–	24.7	27.0	27.7
Missed school because of illness ◊	–	4.5	4.1	5.2	4.8	4.6	–	–	–	–	–	–	–	–	–	–	–		5.3	5.7
Typed a homework assignment ◊	32.3	34.4	27.2	31.7	28.7	30.0	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Argued with a teacher in class	–	44.0	42.4	46.3	44.6	42.5	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Was a guest in a teacher's home	–	38.8	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	32.9
Studied with other students	–	92.3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	90.1
Smoked cigarettes ◊	13.2	13.2	12.0	12.5	12.9	12.7	–	–	–	–	–	–	17.1	16.7	–	15.0	14.8	13.6	11.8	11.3
Drank beer	41.3	42.1	38.5	42.8	43.7	48.3	–	–	–	–	–	–	66.4	65.7	–	70.1	70.5	67.5	62.5	61.6
Took sleeping pills	–	7.1	6.8	7.4	6.0	5.0	–	–	–	–	–	–	3.2	3.1	–	3.0	2.9	2.8	–	–
Took a tranquilizing pill	–	14.0	12.0	13.0	10.5	8.4	–	–	–	–	–	–	5.8	5.6	–	5.2	4.9	4.4	4.2	–
Took vitamins	–	64.6	62.4	65.1	63.4	63.7	–	–	–	–	–	–	63.2	64.1	–	69.1	70.7	70.0	70.5	–
Tutored another student	–	49.6	50.3	47.2	47.8	46.9	–	–	–	–	–	–	–	–	–	–	–	–	–	43.7
Visited an art gallery or museum	–	77.5	76.9	76.5	74.0	70.6	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Played chess	–	25.1	23.8	23.8	22.4	22.5	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed religion ◊	–	41.9	37.7	35.6	33.0	32.1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed politics ◊	–	20.8	27.1	22.9	23.3	18.0	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed sports ◊	–	27.3	27.5	28.4	27.2	27.6	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Performed volunteer work	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	71.4	72.0
Asked a teacher for advice after class ◊	–	27.7	22.7	25.8	23.9	23.8	–	–	–	–	–	–	–	–	–	–	–	–	–	26.2
Had vocational counseling	–	60.3	60.8	59.0	54.3	48.5	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Read poetry not connected with a course	–	–	71.4	72.9	71.9	75.5	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Wore glasses or contact lenses	–	–	–	–	57.9	–	–	–	–	–	–	–	52.8	50.5	–	50.0	49.6	49.6	–	–

◊ frequently only, all others frequently plus occasionally.

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

HIGH SCHOOL ACTIVITIES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
High School Activities (continued)																				
Jogged ◊	--	--	--	--	--	--	--	--	--	--	--	--	19.4	21.2	--	18.6	20.0	19.2	18.4	--
Vigorous exercise other than jogging ◊	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	40.7	37.3	--
Wrote a computer program †	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	22.3	31.6	44.3	--
Took a course on TV	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2.6	2.6	3.6	--
Took a computer assisted course	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	15.3	23.6	37.7	--
Did not complete homework on time †	--	67.8	51.9	66.6	65.8	60.2	--	--	--	--	--	--	--	--	--	--	--	57.7	63.4	64.8
President of 1 or more student orgs.	23.3	22.3	20.6	19.9	18.8	18.4	--	--	--	--	--	--	--	--	--	--	--	--	31.5	28.2
Had a major part in a play	20.6	18.7	17.5	16.6	15.5	15.4	--	--	--	--	--	--	--	--	--	--	--	--	19.9	18.2
Won a varsity letter in a sport †	13.2	13.8	13.2	13.5	13.6	16.0	--	--	--	--	--	--	--	--	--	--	--	--	37.7	38.2
Felt depressed ◊	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	10.2
Felt overwhelmed ◊	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	19.6
Used a personal computer ◊	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	22.3

◊ frequently only, all others frequently plus occasionally.

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

COLLEGE CHOICE, APPLICATION, AND MATRICULATION	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
REASONS NOTED AS IMPORTANT IN DECIDING TO GO TO COLLEGE																				
My parents wanted me to go	–	–	–	–	–	24.1	–	–	–	–	30.0	30.3	30.1	31.3	33.0	34.6	34.9	34.6	34.3	¥
To be able to get a better job	–	–	–	–	–	70.1	–	–	–	–	70.4	77.2	75.7	78.0	77.6	76.8	78.8	77.3	76.9	¥
To gain a general education and appreciation of ideas	–	–	–	–	–	66.8	–	–	–	–	70.9	76.6	74.5	74.5	73.2	73.4	72.3	70.9	71.3	67.0
To improve my reading and study skills	–	–	–	–	–	22.7	–	–	–	–	37.5	44.6	40.2	41.7	42.4	42.8	42.3	45.5	45.1	43.8
There was nothing better to do	–	–	–	–	–	2.3	–	–	–	–	2.4	2.3	1.7	1.9	1.9	2.1	2.1	2.1	1.8	2.2
To make me a more cultured person †	–	–	–	–	–	34.0	–	–	–	–	38.6	44.4	39.2	39.0	40.2	39.0	39.1	37.6	39.2	37.8
To be able to make more money †	–	–	–	–	–	41.5	–	–	–	–	47.6	56.9	55.3	59.2	59.3	63.6	67.4	63.9	65.2	66.1
To learn more about things that interest me†	–	–	–	–	–	73.9	–	–	–	–	78.6	83.6	78.8	78.4	79.8	77.8	76.9	76.8	76.8	77.7
To meet new and interesting people	–	–	–	–	–	55.3	–	–	–	–	62.4	67.0	64.6	63.8	64.8	63.6	62.7	62.2	63.1	–
To prepare myself for grad/prof school †	–	–	–	–	–	29.3	–	–	–	–	43.4	45.6	44.4	45.9	47.9	47.3	46.8	49.6	50.5	48.0
Could not get a job	–	–	–	–	–	–	–	–	–	–	5.8	6.4	4.8	5.6	5.9	6.2	7.8	6.4	5.5	¥
To get away from home †	–	–	–	–	–	–	–	–	–	–	10.1	9.6	8.5	8.1	9.1	10.0	10.7	10.9	11.5	¥
IMPORTANT REASONS FOR SELECTING THIS COLLEGE																				
Relatives wanted me to come here †	–	–	–	–	–	9.5	¥	¥	9.1	9.3	7.8	7.3	6.6	6.7	6.9	7.6	7.3	7.1	7.6	6.7
Teacher advised me	–	–	–	–	–	–	–	5.3	5.4	5.0	4.0	4.4	4.0	4.0	4.2	4.2	3.8	4.0	4.5	4.1
College has a good academic reputation †	–	–	–	–	–	37.7	52.5	54.2	55.4	52.4	46.5	51.6	54.4	52.8	54.1	56.5	56.3	56.6	59.5	57.6
Offered financial assistance	–	–	–	–	–	–	17.2	16.9	19.0	17.2	13.9	16.1	15.0	16.7	17.1	16.5	18.0	22.6	21.5	21.7
Not accepted anywhere else	–	–	–	–	–	2.5	3.1	–	–	–	2.3	2.7	2.3	2.5	2.0	2.1	2.1	–	–	–
Advice of someone who attended	–	–	–	–	–	16.2	18.3	19.9	18.6	17.7	15.4	17.4	14.8	15.7	16.1	16.1	15.7	–	–	–
College offers special education programs	–	–	–	–	–	35.9	29.4	34.2	36.3	33.5	29.8	33.9	30.2	30.8	31.6	30.9	29.1	25.7	25.9	25.2
College has low tuition	–	–	–	–	–	18.7	20.2	27.5	28.0	25.2	18.3	19.6	17.0	17.2	17.7	18.6	21.5	22.6	22.1	22.4
Advice of guidance counselor	–	–	–	–	–	6.6	6.6	9.2	9.3	8.7	7.4	8.3	7.8	7.7	8.2	7.8	7.9	8.4	8.2	7.9
Wanted to live at home	–	–	–	–	–	12.2	13.7	14.3	13.7	14.3	12.1	12.7	10.4	11.8	11.7	11.5	12.0	–	–	–
Friend suggested attending	–	–	–	–	–	–	–	–	–	7.6	7.7	8.7	7.0	7.5	7.6	7.8	7.6	7.0	7.4	7.9
College representative recruited me	–	–	–	–	–	–	–	–	–	3.3	3.3	3.6	3.3	3.8	4.0	3.6	3.4	2.9	2.9	3.4
College has a good social reputation	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	21.6	23.1	22.6
Athletic department recruited me	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2.1	1.9	2.4
Graduates go to top grad schools	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	27.7	27.8	27.0
Graduates get good jobs	–	–	–	–	–	–	–	–	–	51.9	–	–	–	–	–	–	–	48.4	48.2	46.4
Wanted to live near home	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	22.5	21.6	20.4
Not offered aid by first choice	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4.1	4.3
Wanted to live away from home	–	–	–	–	–	–	22.2	19.6	17.0	17.8	–	–	–	–	–	–	–	–	–	

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

COLLEGE CHOICE	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
THIS COLLEGE IS STUDENT'S																				
First choice	–	–	–	–	–	–	–	–	75.9	79.4	77.8	76.4	76.7	76.4	76.7	75.5	74.5	74.7	74.2	72.7
Second choice	–	–	–	–	–	–	–	–	19.2	16.4	17.1	18.2	18.4	18.4	18.1	19.2	19.7	19.9	20.1	21.0
Less than second choice †	–	–	–	–	–	–	–	–	4.8	4.3	5.0	5.4	5.0	5.2	5.3	5.4	5.7	5.4	5.7	6.3
NUMBER OF APPLICATIONS SENT TO OTHER COLLEGES																				
None (applied to only one college)	–	51.8	51.7	52.6	–	–	48.0	47.7	–	46.5	45.0	41.2	38.1	40.5	40.8	38.8	39.4	38.5	36.0	34.0
One (applied to two colleges)	–	20.0	20.8	20.7	–	–	19.5	19.8	–	21.7	20.5	19.7	19.4	18.8	17.9	19.2	17.4	19.0	19.1	22.8
Two	–	14.0	13.7	13.6	–	–	14.6	14.4	–	14.0	14.9	16.6	17.8	17.0	16.9	17.5	16.8	17.1	17.4	16.8
Three	–	8.0	7.7	7.4	–	–	8.4	8.7	–	8.6	10.1	11.2	12.6	12.1	12.4	12.5	13.0	12.3	13.3	12.6
Four	–	3.6	3.4	3.3	–	–	4.3	4.7	–	4.3	4.7	5.5	5.9	5.5	5.8	6.1	6.4	6.1	6.7	6.3
Five	–	1.7	1.7	1.5	–	–	2.8	2.6	–	2.6	2.5	3.2	3.2	3.2	3.2	3.1	3.4	3.5	3.8	3.7
Six or more	–	0.9	1.0	0.9	–	–	2.5	2.1	–	2.3	2.3	2.7	3.0	3.0	2.9	2.9	3.5	3.5	3.8	3.6
NUMBER OF ACCEPTANCES FROM OTHER COLLEGES																				
None (accepted at only this college)	–	–	–	–	–	–	–	–	–	27.3	25.0	23.7	19.0	21.5	18.2	17.7	*17.3*	16.9	17.5	16.9
One (accepted at this college and one other)	–	–	–	–	–	–	–	–	–	34.5	33.2	32.4	32.7	31.9	31.9	32.4	*32.3*	32.2	31.3	31.5
Two	–	–	–	–	–	–	–	–	–	20.9	21.5	22.9	24.3	23.4	24.5	25.2	*24.9*	24.5	24.2	24.1
Three	–	–	–	–	–	–	–	–	–	10.3	12.0	12.6	14.3	13.9	14.9	14.7	*14.9*	15.1	15.6	15.7
Four	–	–	–	–	–	–	–	–	–	4.2	4.9	5.1	5.8	5.4	6.2	5.9	*6.2*	6.4	6.5	6.7
Five	–	–	–	–	–	–	–	–	–	1.6	1.9	1.9	2.3	2.2	2.3	2.3	*2.5*	2.6	2.7	2.9
Six or more	–	–	–	–	–	–	–	–	–	1.3	1.5	1.4	1.7	1.6	1.9	1.8	*2.1*	2.3	2.2	2.3

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

DEGREE, MAJOR & CAREER PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
HIGHEST ACADEMIC DEGREE PLANNED AT ANY COLLEGE																				
None	4.8	4.4	4.1	2.3	2.7	*3.2*	3.6	*3.8*	3.9	3.7	3.3	2.3	2.3	1.8	2.3	2.3	1.7	1.9	1.5	2.1
Vocational certificate	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1.4	0.9	1.0
Associate or equivalent	7.3	9.3	8.4	10.9	10.3	*10.2*	10.1	*10.5*	10.9	9.4	9.7	10.2	9.3	8.9	9.5	9.5	9.8	8.2	8.1	7.1
Bachelor's degree (B.A., B.S., etc.)	46.1	43.7	44.2	44.0	43.6	*42.5*	41.3	*40.3*	39.2	37.0	37.2	36.4	38.5	37.5	38.1	38.2	38.8	36.6	37.4	38.1
Master's degree (M.A., M.S., etc.)	32.3	32.9	33.1	32.6	30.8	*29.9*	28.9	*28.5*	28.0	29.6	29.4	30.8	29.9	32.1	30.1	31.2	30.2	30.7	31.2	31.7
Ph.D. or Ed.D.	5.2	5.7	6.1	6.1	6.5	*6.7*	6.8	*6.9*	6.9	7.6	7.6	8.0	8.1	8.0	7.3	7.2	7.6	8.0	8.7	8.6
M.D., D.D.S., D.V.M., or D.O.	1.9	1.9	1.7	1.8	2.2	*3.3*	4.3	*4.8*	5.3	5.5	5.7	5.2	5.6	5.5	5.9	5.6	5.7	6.0	6.1	6.0
LL.B. or J.D.	¥	¥	¥	¥	0.9	*1.5*	2.1	*2.4*	2.6	3.1	3.5	3.7	3.6	3.5	3.7	3.5	3.8	3.9	3.7	3.4
B.D. or M.Div.	0.1	0.1	0.2	0.2	0.1	*0.2*	0.2	*0.2*	0.1	0.4	0.4	0.4	0.3	0.4	0.4	0.3	0.3	0.6	0.5	0.3
Other	1.8	1.8	2.1	1.9	2.9	*2.8*	2.7	*2.9*	3.0	3.7	3.3	3.0	2.4	2.3	2.6	2.3	2.1	2.7	2.0	1.7
HIGHEST DEGREE PLANNED AT THIS COLLEGE (freshman college)																				
None	–	–	–	–	–	–	8.5	7.1	8.6	6.7	6.6	5.2	4.8	4.2	4.6	4.5	3.8	3.6	3.4	3.5
Vocational certificate	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2.1	1.2	1.4
Associate or equivalent	–	–	–	–	–	–	27.4	28.6	31.5	29.0	29.2	30.3	28.0	29.8	28.4	29.8	30.4	24.6	25.2	24.4
Bachelor's degree (B.A., B.S., etc.)	–	–	–	–	–	–	51.1	51.2	46.6	48.9	49.2	49.3	52.6	50.6	51.2	50.5	50.4	52.8	54.3	54.2
Master's degree (M.A., M.S., etc.)	–	–	–	–	–	–	7.7	8.6	7.9	9.2	8.4	9.3	9.4	10.2	9.8	10.1	10.1	9.9	10.6	11.3
Ph.D. or Ed.D.	–	–	–	–	–	–	1.0	1.1	0.9	1.1	1.1	1.2	1.2	1.2	1.3	1.2	1.3	1.6	1.5	1.5
M.D., D.D.S., D.V.M., or D.O.	–	–	–	–	–	–	0.8	0.9	1.0	1.0	1.1	1.0	1.2	1.2	1.4	1.1	1.3	1.4	1.2	1.2
LL.B. or J.D.	–	–	–	–	–	–	0.4	0.4	0.4	0.7	0.6	0.7	0.7	0.7	0.8	0.7	0.9	1.0	0.8	0.7
B.D. or M.Div.	–	–	–	–	–	–	0.1	0.0	0.1	0.3	0.4	0.3	0.2	0.2	0.3	0.2	0.3	0.6	0.3	0.2
Other	–	–	–	–	–	–	3.0	2.0	2.9	3.1	3.4	2.6	1.9	1.9	2.2	1.8	1.6	2.5	1.5	1.6
MAJOR FIELD OF STUDY (aggregated trends, 1966-1985) ◊																				
English	7.3	6.8	6.4	6.1	4.7	3.5	2.5	2.1	1.7	1.4	1.4	1.3	1.2	1.2	1.1	1.1	1.0	1.2	1.2	1.3
Fine arts (applied and performing)	10.3	10.6	10.5	10.4	10.3	9.7	9.8	8.3	7.1	6.3	6.2	5.0	4.9	5.2	5.0	4.8	4.3	3.9	3.5	3.4
Humanities (other)	7.4	7.0	5.9	5.4	4.8	4.2	4.9	3.5	3.1	2.5	2.5	2.1	2.7	2.6	2.4	2.6	2.6	2.2	2.4	2.6
Biological sciences	3.1	3.1	3.1	2.7	2.9	2.7	3.0	5.7	5.6	5.5	5.7	4.5	4.4	3.9	3.8	3.7	3.8	3.4	4.2	3.4
Business	10.9	12.2	12.1	12.5	12.3	14.2	13.7	14.0	15.5	17.5	19.2	14.9	17.2	17.9	19.6	20.4	20.9	21.6	23.0	23.8
Education	17.5	17.6	19.3	19.2	19.1	15.9	11.5	19.6	16.4	15.5	14.3	13.6	12.1	12.5	11.6	10.8	9.0	8.9	9.6	10.4
Engineering	0.3	0.3	0.3	0.4	0.4	0.3	0.4	0.7	1.0	1.3	1.6	1.8	2.3	2.5	3.2	3.1	3.6	3.5	3.0	3.0
Physical sciences	1.2	1.1	0.9	1.0	0.9	0.8	0.8	1.1	1.2	1.3	1.4	1.3	1.3	1.2	1.0	1.0	1.0	1.0	1.1	0.9
Mathematics or statistics	4.5	4.3	4.2	3.8	3.5	2.9	2.2	1.6	1.3	1.1	0.8	0.7	0.8	0.6	0.6	0.6	0.7	0.8	0.9	0.8
Pre-professional	2.3	2.3	2.1	2.3	2.8	3.9	5.1	–	–	–	–	–	–	–	–	–	–	–	–	–
Health professions (nursing,pre-med,etc.)	9.8	9.9	10.3	10.7	13.7	16.1	18.7	16.5	13.3	13.2	12.4	14.6	13.7	12.9	13.3	13.4	13.9	15.4	14.8	13.0
Social sciences	¥	¥	¥	¥	12.5	12.2	11.1	*10.2*	9.3	8.9	8.2	8.0	7.6	7.8	6.8	6.2	5.5	5.8	6.4	7.3
History or political science	5.7	5.6	5.5	5.0	4.2	3.1	2.7	*2.7*	2.7	2.6	2.4	2.4	2.4	2.2	2.2	2.1	2.0	2.1	2.4	2.7
Technical (other)	0.9	1.2	1.1	1.6	1.8	2.6	3.7	2.0	6.5	6.7	6.5	6.5	7.0	6.9	8.6	9.4	10.7	10.2	7.2	5.8
Nontechnical (other)	5.2	4.8	4.5	4.1	3.6	5.0	4.5	3.5	9.1	8.8	10.3	13.9	13.4	13.0	12.3	12.0	12.1	11.5	11.8	11.5
Agriculture (including forestry)	0.1	0.2	0.1	0.2	0.3	0.7	0.8	1.0	1.6	1.9	2.0	2.0	2.0	1.7	1.8	2.2	1.4	0.9	1.0	1.0
Undecided	1.8	1.6	1.9	2.1	2.2	2.3	4.8	4.9	4.7	5.5	5.1	5.3	5.3	5.6	5.5	5.4	5.5	5.7	6.2	6.9

◊ Item format, response options, presentation order, and aggregation techniques revised in 1973, 1974, and 1977.

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DEGREE, MAJOR & CAREER PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
MAJOR FIELD OF STUDY (disaggregated trends, 1977-1985)																				
Arts and Humanities																				
Art, fine and applied	–	–	–	–	–	–	–	–	–	–	–	3.0	2.8	3.0	3.1	2.9	2.7	2.4	2.0	2.1
English, language and literature	–	–	–	–	–	–	–	–	–	–	–	1.3	1.2	1.2	1.1	1.1	1.0	1.2	1.2	1.3
History	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.4	0.4	0.4	0.3	0.3	0.4	0.4
Journalism	–	–	–	–	–	–	–	–	–	–	–	1.7	1.7	1.9	1.7	2.0	1.9	1.7	1.7	2.0
Language (except English)	–	–	–	–	–	–	–	–	–	–	–	0.9	0.9	0.7	0.6	0.7	0.7	0.6	0.8	0.8
Music	–	–	–	–	–	–	–	–	–	–	–	1.6	1.5	1.4	1.2	1.3	1.0	1.0	0.9	0.9
Philosophy	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Theater or drama	–	–	–	–	–	–	–	–	–	–	–	–	1.0	1.0	0.9	0.9	0.9	0.7	0.7	0.8
Speech or drama	–	–	–	–	–	–	–	–	–	–	–	0.9	–	–	–	–	–	–	–	–
Speech	–	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1
Theology or religion	–	–	–	–	–	–	–	–	–	–	–	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1
Other arts and humanities	–	–	–	–	–	–	–	–	–	–	–	0.9	0.6	0.7	0.7	0.8	0.8	0.7	0.8	0.8
Biology																				
Biology (general)	–	–	–	–	–	–	–	–	–	–	–	1.8	1.8	1.6	1.6	1.5	1.5	1.6	1.7	1.8
Biochemistry or biophysics	–	–	–	–	–	–	–	–	–	–	–	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.6	0.4
Botany	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.1	0.1	0.1	0.1	0.0	0.1	0.0
Marine (life) sciences	–	–	–	–	–	–	–	–	–	–	–	0.5	0.4	0.4	0.3	0.3	0.2	0.2	0.3	0.2
Microbiology or bacteriology	–	–	–	–	–	–	–	–	–	–	–	0.4	0.4	0.4	0.3	0.3	0.4	0.3	0.4	0.2
Zoology	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.4	0.5	0.4	0.4	0.3	0.4	0.4
Other biological sciences	–	–	–	–	–	–	–	–	–	–	–	0.7	0.7	0.6	0.6	0.7	0.8	0.5	0.7	0.4
Business																				
Accounting	–	–	–	–	–	–	–	–	–	–	–	5.8	6.3	6.0	6.4	6.4	6.8	7.1	7.1	7.1
Business administration (general)	–	–	–	–	–	–	–	–	–	–	–	4.2	4.9	5.5	6.2	6.4	6.4	6.2	6.5	6.8
Finance	–	–	–	–	–	–	–	–	–	–	–	0.3	0.4	0.4	0.4	0.5	0.6	0.7	0.9	1.0
Marketing	–	–	–	–	–	–	–	–	–	–	–	1.3	1.7	1.9	1.9	2.1	2.1	2.4	2.4	2.8
Management	–	–	–	–	–	–	–	–	–	–	–	2.3	2.8	2.8	3.3	3.4	3.7	3.5	4.3	4.5
Secretarial studies	–	–	–	–	–	–	–	–	–	–	–	6.2	5.9	5.2	4.9	4.6	4.8	4.4	4.5	3.7
Other business	–	–	–	–	–	–	–	–	–	–	–	1.0	1.1	1.3	1.4	1.6	1.3	1.7	1.8	1.6
Education																				
Business education	–	–	–	–	–	–	–	–	–	–	–	0.5	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.3
Elementary education	–	–	–	–	–	–	–	–	–	–	–	4.9	4.4	4.7	4.6	4.6	4.2	4.4	5.0	5.6
Music or art education	–	–	–	–	–	–	–	–	–	–	–	0.7	0.6	0.5	0.5	0.4	0.4	0.4	0.3	0.3
Physical education or recreation	–	–	–	–	–	–	–	–	–	–	–	2.4	2.1	2.3	1.7	1.5	1.1	1.0	1.0	0.9
Secondary education	–	–	–	–	–	–	–	–	–	–	–	0.9	0.8	0.8	0.8	0.9	0.7	0.9	1.2	1.4
Special education	–	–	–	–	–	–	–	–	–	–	–	3.4	3.1	3.3	3.1	2.6	1.8	1.6	1.4	1.3
Other education	–	–	–	–	–	–	–	–	–	–	–	0.8	0.8	0.6	0.7	0.6	0.6	0.4	0.5	0.6

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DEGREE, MAJOR & CAREER PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Engineering																				
Aeronautical or astronautical	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.3	0.2	0.3	0.3	0.3	0.4
Civil	–	–	–	–	–	–	–	–	–	–	–	0.2	0.3	0.3	0.3	0.3	0.2	0.2	0.2	0.2
Chemical	–	–	–	–	–	–	–	–	–	–	–	0.3	0.4	0.5	0.6	0.7	0.7	0.6	0.4	0.4
Electrical or electronic	–	–	–	–	–	–	–	–	–	–	–	0.3	0.4	0.4	0.6	0.6	0.8	0.9	0.8	0.8
Industrial	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2
Mechanical	–	–	–	–	–	–	–	–	–	–	–	0.2	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4
Other engineering	–	–	–	–	–	–	–	–	–	–	–	0.5	0.6	0.6	0.8	0.8	1.0	0.9	0.7	0.6
Physical Sciences																				
Astronomy	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Atmospheric sciences	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	–	–	–	–	–	–	–	–	–	–	–	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.5
Earth science	–	–	–	–	–	–	–	–	–	–	–	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Marine sciences	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Mathematics	–	–	–	–	–	–	–	–	–	–	–	0.7	0.8	0.6	0.6	0.6	0.7	0.8	0.9	0.8
Physics	–	–	–	–	–	–	–	–	–	–	–	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1
Statistics	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other physical sciences	–	–	–	–	–	–	–	–	–	–	–	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Professional																				
Architecture- urban planning	–	–	–	–	–	–	–	–	–	–	–	0.4	0.4	0.6	0.5	0.4	0.4	0.3	0.4	0.3
Home economics	–	–	–	–	–	–	–	–	–	–	–	1.8	1.3	1.4	1.2	0.9	0.8	0.8	0.9	0.8
Health technology	–	–	–	–	–	–	–	–	–	–	–	3.7	3.8	3.4	3.2	2.6	2.4	2.7	2.1	1.8
Library or archival sciences	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0
Nursing	–	–	–	–	–	–	–	–	–	–	–	8.4	7.6	6.8	7.0	7.1	7.6	8.2	7.6	6.1
Pharmacy	–	–	–	–	–	–	–	–	–	–	–	0.6	0.6	0.5	0.4	0.4	0.4	0.6	0.7	0.7
Predentistry, premedicine, prevet	–	–	–	–	–	–	–	–	–	–	–	2.8	2.9	2.9	3.2	2.9	3.0	3.2	3.1	3.2
Therapy (physical, occupational, etc.)	–	–	–	–	–	–	–	–	–	–	–	2.8	2.6	2.7	2.7	3.0	2.9	3.4	3.4	3.0
Other professional	–	–	–	–	–	–	–	–	–	–	–	1.6	1.6	1.7	1.6	1.6	1.5	1.5	1.7	1.4
Social Sciences																				
Anthropology	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Economics	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Geography	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Political science	–	–	–	–	–	–	–	–	–	–	–	1.9	1.9	1.8	1.8	1.7	1.7	1.8	2.0	2.3
Psychology	–	–	–	–	–	–	–	–	–	–	–	3.3	3.4	3.7	3.2	3.1	3.1	3.3	3.9	4.7
Social work	–	–	–	–	–	–	–	–	–	–	–	3.2	2.9	2.8	2.4	1.9	1.5	1.5	1.5	1.6
Sociology	–	–	–	–	–	–	–	–	–	–	–	0.8	0.7	0.6	0.5	0.5	0.3	0.4	0.4	0.4
Other social sciences	–	–	–	–	–	–	–	–	–	–	–	0.4	0.3	0.3	0.3	0.3	0.2	0.2	0.2	0.2
Ethnic studies	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0
Women's studies	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0
Technical																				
Building trades	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Data processing- computer programming	–	–	–	–	–	–	–	–	–	–	–	1.3	1.4	1.6	2.3	2.9	3.7	3.2	1.9	1.8
Drafting or design	–	–	–	–	–	–	–	–	–	–	–	0.2	0.3	0.3	0.4	0.4	0.3	0.3	0.2	0.3
Electronics	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Mechanics	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other technical	–	–	–	–	–	–	–	–	–	–	–	0.3	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2

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DEGREE, MAJOR & CAREER PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Other Majors																				
Agriculture	–	–	–	–	–	–	–	–	–	–	–	1.4	1.6	1.3	1.4	1.8	1.1	0.7	0.9	0.8
Communications (radio, T.V.)	–	–	–	–	–	–	–	–	–	–	–	1.1	1.4	1.7	1.9	2.1	2.1	2.1	2.2	2.6
Computer science	–	–	–	–	–	–	–	–	–	–	–	0.9	1.2	1.4	2.4	3.2	4.0	3.7	2.7	1.6
Forestry	–	–	–	–	–	–	–	–	–	–	–	0.6	0.4	0.4	0.4	0.4	0.3	0.2	0.1	0.2
Law enforcement	–	–	–	–	–	–	–	–	–	–	–	1.4	1.4	1.0	0.9	0.7	1.0	1.0	0.8	1.0
Military science	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Other fields	–	–	–	–	–	–	–	–	–	–	–	1.4	1.1	1.7	1.3	1.5	1.5	1.4	1.6	1.9
Undecided	–	–	–	–	–	–	–	–	–	–	–	5.3	5.3	5.6	5.5	5.4	5.5	5.7	6.2	6.9
CAREER PLANS ◊																				
Accountant, actuary	–	–	–	–	–	–	–	–	–	–	–	5.7	6.2	5.8	6.2	6.1	6.5	6.7	6.8	7.1
Actor, entertainer	–	–	–	–	–	–	–	–	–	–	–	1.0	1.0	1.1	1.0	1.0	1.0	0.9	0.9	1.0
Architect, urban planner	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.8	0.8	0.5	0.6	0.5	0.5	0.5
Artist	–	–	–	–	–	–	–	–	–	–	–	2.4	2.1	2.1	2.4	2.2	2.1	1.9	1.6	1.6
Artist (including performer)	8.9	8.1	7.8	7.6	7.6	7.2	8.0	4.5	7.1	6.5	8.2	–	–	–	–	–	–	–	–	–
Business, clerical	–	–	–	–	–	–	–	–	–	–	–	4.9	4.6	4.1	3.9	3.8	3.5	3.6	3.5	3.1
Business executive	–	–	–	–	–	–	–	–	–	–	–	6.1	7.3	8.2	9.2	9.4	10.1	10.0	11.4	11.8
Business owner	–	–	–	–	–	–	–	–	–	–	–	0.8	1.0	1.2	1.3	1.5	1.5	1.5	1.7	2.0
Business, sales	–	–	–	–	–	–	–	–	–	–	–	1.2	1.3	1.5	1.2	1.2	1.2	1.3	1.3	1.8
BusinessΔ	3.3	3.3	3.3	3.6	4.2	4.4	4.8	*6.7*	8.5	10.0	11.6	–	–	–	–	–	–	–	–	–
Clergy or other religious worker	0.8	0.3	0.2	0.3	0.2	0.2	0.2	0.4	0.4	0.4	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1
College teacher	1.5	0.9	0.9	0.8	0.9	0.6	0.6	1.0	0.8	0.6	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Clinical psychologist	–	–	–	–	–	–	–	–	–	–	–	1.4	1.4	1.6	1.4	1.4	1.4	1.4	1.7	2.0
Computer programmer	–	–	–	–	–	–	–	–	–	–	–	2.4	3.0	3.3	4.9	6.4	8.0	7.0	4.6	3.2
Conservationist or forester	–	–	–	–	–	–	–	–	–	–	–	1.1	0.8	0.7	0.7	0.7	0.5	0.3	0.2	0.4
Dentist (including orthodontist)	–	–	–	–	–	–	–	–	–	–	–	0.5	0.6	0.6	0.7	0.5	0.5	0.6	0.5	0.4
Dietitian or home economist	–	–	–	–	–	–	–	1.8	–	–	–	1.1	1.0	0.7	0.7	0.8	0.6	0.5	0.5	0.4
Engineer	0.2	0.2	0.2	0.3	0.4	0.2	0.3	0.7	0.8	1.1	1.5	1.5	2.2	2.3	2.9	2.9	3.6	3.3	2.9	2.9
Farmer, rancher, or forester †	0.2	0.1	0.1	0.2	0.4	0.7	0.7	1.0	1.3	1.5	1.4	0.4	0.5	0.5	0.4	0.6	0.4	0.2	0.3	0.3
Foreign service worker	–	–	–	–	–	–	–	–	–	–	–	0.7	0.7	0.6	0.6	0.6	0.7	0.7	0.8	1.1
Homemaker	–	–	–	–	–	–	–	0.7	–	–	–	0.3	0.3	0.4	0.2	0.3	0.2	0.1	0.1	0.2
Interior decorator	–	–	–	–	–	–	–	–	–	–	–	1.1	1.0	1.1	1.0	1.0	1.0	0.8	0.8	1.1
Interpreter (translator)	–	–	–	–	–	–	–	–	–	–	–	0.4	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.3
Laboratory technician or hygienist	–	–	–	–	–	–	–	–	–	–	–	3.3	3.0	2.7	2.3	1.9	2.0	1.9	1.5	1.1
Law enforcement officer	–	–	–	–	–	–	–	–	–	–	–	1.0	0.9	0.7	0.6	0.4	0.5	0.6	0.5	0.6
Lawyer (or judge)	0.7	0.6	0.6	0.8	1.0	1.4	2.0	2.5	2.3	2.5	3.0	3.4	3.4	3.4	3.5	3.4	3.9	3.6	3.7	3.7
Military service (career)	–	–	–	–	–	–	–	–	–	–	–	0.2	0.4	0.3	0.2	0.2	0.2	0.3	0.3	0.3
Musician (performer, composer)	–	–	–	–	–	–	–	–	–	–	–	1.2	1.2	1.1	0.9	1.0	0.9	0.9	0.7	0.8
Nurse	5.3	5.4	6.1	6.0	8.7	8.6	9.8	9.2	10.2	9.9	9.1	8.8	7.7	7.0	7.2	7.3	7.7	8.4	7.5	6.2
Optometrist	–	–	–	–	–	–	–	–	–	–	–	0.2	0.1	0.2	0.2	0.2	0.2	0.3	0.3	0.2
Pharmacist	–	–	–	–	–	–	–	–	–	–	–	0.7	0.6	0.6	0.5	0.5	0.5	0.7	0.8	0.8

◊ Item format, response options, presentation order, and aggregation techniques revised in 1971, 1973, and 1977.

Δ Includes career choices of accountant, business executive, business owner, and business sales.

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

DEGREE, MAJOR & CAREER PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
INTENDED CAREER (continued)																				
Physician	--	--	--	--	--	--	--	--	--	--	--	2.5	2.8	2.9	2.9	2.9	3.1	3.4	3.5	3.4
Doctor (M.D. or D.D.S.)	1.7	1.5	1.3	1.3	1.5	2.0	2.8	3.4	3.5	3.3	3.3	--	--	--	--	--	--	--	--	--
Health professional (non M.D.)	6.6	6.3	5.7	6.0	6.4	8.8	10.4	11.6	12.5	12.8	10.8	--	--	--	--	--	--	--	--	--
School counselor	--	--	--	--	--	--	--	--	--	--	--	0.4	0.3	0.4	0.3	0.3	0.2	0.3	0.3	0.3
School principal, superintendent	--	--	--	--	--	--	--	--	--	--	--	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Research scientist	1.9	1.6	1.7	1.4	1.6	1.5	1.5	2.4	1.4	1.5	1.7	1.6	1.7	1.3	1.3	1.2	1.2	1.2	1.2	1.2
Social or welfare worker	--	--	--	--	--	--	--	4.4	--	--	--	4.5	3.9	3.9	3.2	2.6	2.0	2.1	2.1	2.3
Statistician	--	--	--	--	--	--	--	--	--	--	--	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Therapist	--	--	--	--	--	--	--	--	--	--	--	3.6	3.4	3.5	3.4	3.6	3.3	3.8	3.8	3.5
Elementary teacher	15.7	17.6	19.4	19.3	16.6	13.8	11.1	8.2	6.7	5.8	8.1	7.5	6.8	7.0	6.9	6.4	5.5	5.7	6.1	6.7
Secondary teacher	18.4	18.8	18.1	17.2	14.4	11.0	8.4	5.9	5.2	4.5	4.4	3.5	3.0	3.0	2.4	2.4	1.9	2.1	2.5	2.8
Veterinarian	--	--	--	--	--	--	--	--	--	--	--	1.6	1.6	1.4	1.5	1.5	1.5	1.3	1.5	1.4
Writer or journalist	--	--	--	--	--	--	--	--	--	--	--	2.4	2.4	2.7	2.5	2.6	2.6	2.5	2.4	2.8
Skilled worker	--	--	--	--	--	--	--	0.3	--	--	--	0.4	0.4	0.4	0.5	0.4	0.3	0.4	0.2	0.3
Other	31.0	25.2	23.7	24.3	24.5	26.1	24.9	6.9	26.9	25.9	25.4	8.4	8.3	8.9	8.1	8.1	7.5	7.4	7.7	7.9
Undecided	¥	9.9	10.8	11.0	11.8	13.5	14.4	11.6	12.6	13.8	10.9	10.7	11.6	11.4	11.3	11.3	10.8	11.3	12.3	12.1

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

COLLEGE EXPERIENCES AND EXPECTATIONS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
DISTANCE FROM PARENT'S HOME TO COLLEGE																				
10 miles or less	–	–	–	26.2	27.2	22.8	26.6	27.3	–	25.5	28.9	26.7	21.4	24.9	23.9	20.0	21.0	21.8	20.3	20.1
11-50 miles	–	–	–	25.2	24.6	26.9	25.6	25.5	–	26.2	26.9	27.4	26.9	26.0	27.7	26.5	26.8	30.2	29.8	28.5
51-100 miles	–	–	–	13.6	13.2	15.3	14.4	13.3	–	14.0	13.4	14.6	15.7	15.4	15.4	16.5	16.3	15.9	16.0	17.3
101-500 miles	–	–	–	26.2	26.7	28.4	25.9	26.5	–	26.8	23.8	24.5	28.1	26.7	25.6	29.6	28.3	24.4	26.0	26.1
More than 500 miles	–	–	–	8.8	8.3	6.7	7.4	7.4	–	7.5	6.9	6.8	7.8	7.0	7.4	7.4	7.6	7.7	7.9	8.0
PLANNED RESIDENCE FOR THE FALL (freshman year)																				
With parents or relatives	–	–	–	–	–	–	–	41.1	41.6	37.5	42.5	41.5	34.3	37.2	35.9	30.5	33.2	36.0	33.8	31.4
Other private home, apartment or room	–	–	–	–	–	–	–	3.6	5.6	4.9	5.9	5.6	4.4	6.3	6.0	5.0	4.7	5.9	4.7	6.0
College dormitory	–	–	–	–	–	–	–	53.5	51.1	55.0	49.2	50.7	59.1	54.3	55.4	62.1	60.1	55.5	59.3	59.4
Fraternity or sorority house	–	–	–	–	–	–	–	0.1	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.1	0.2	0.1	0.2
Other campus student housing	–	–	–	–	–	–	–	0.9	0.7	1.4	1.3	1.3	1.2	1.3	1.7	1.5	1.1	1.7	1.4	2.1
Other type of housing	–	–	–	–	–	–	–	0.8	0.8	1.0	0.9	0.7	0.8	0.7	0.8	0.7	0.9	0.7	0.7	0.8
PREFERRED RESIDENCE FOR THE FALL (freshman year)																				
With parents or relatives	–	–	–	–	–	–	–	–	21.1	19.4	20.6	20.1	17.5	19.4	19.1	17.8	18.7	19.0	18.3	16.7
Other private home, apartment or room	–	–	–	–	–	–	–	–	25.8	23.8	28.1	25.2	23.4	22.9	22.9	23.2	24.5	26.4	26.4	27.1
College dormitory	–	–	–	–	–	–	–	–	44.8	46.7	41.5	45.2	49.4	47.4	48.0	48.7	46.3	43.3	43.3	43.6
Fraternity or sorority house	–	–	–	–	–	–	–	–	3.0	3.0	3.1	3.3	3.9	3.6	4.1	4.4	4.9	4.6	5.2	5.6
Other campus student housing	–	–	–	–	–	–	–	–	3.1	4.2	4.0	3.9	3.9	4.0	3.9	4.0	3.8	4.7	5.0	5.0
Other type of housing	–	–	–	–	–	–	–	–	2.2	2.9	2.7	2.3	2.0	2.7	2.0	1.9	1.8	2.0	1.8	2.1
ANTICIPATED NEED FOR SPECIAL TUTORING OR REMEDIAL HELP IN †																				
English	–	–	–	–	–	–	–	–	–	–	–	11.1	12.1	10.1	10.1	10.0	9.4	–	10.0	–
Reading	–	–	–	–	–	–	–	–	–	–	–	6.7	7.1	4.6	4.6	4.1	3.8	–	4.2	–
Mathematics	–	–	–	–	–	–	–	–	–	–	–	28.6	27.7	24.2	23.3	23.5	24.0	–	27.4	–
Social studies	–	–	–	–	–	–	–	–	–	–	–	3.1	4.5	3.2	3.3	2.9	2.9	–	3.3	–
Science	–	–	–	–	–	–	–	–	–	–	–	13.1	15.6	11.4	11.4	10.9	11.1	–	12.2	–
Foreign language	–	–	–	–	–	–	–	–	–	–	–	10.5	12.9	8.1	7.7	6.8	6.5	–	7.5	–

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

COLLEGE EXPECTATIONS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL																				
Be satisfied with this college †	–	–	–	–	68.4	–	64.8	59.9	58.8	58.6	56.5	59.2	60.3	59.6	59.5	60.8	60.5	60.5	60.4	58.0
Make at least a B average	–	–	–	–	–	–	33.8	36.0	38.6	39.1	41.1	40.5	41.8	41.8	42.6	41.7	42.5	42.4	41.6	40.9
Graduate with honors	–	3.0	3.1	3.4	3.8	–	6.6	8.0	8.7	8.7	10.0	10.1	10.2	10.6	11.7	10.3	11.0	11.5	11.1	11.4
Be elected to an academic honor society	–	3.0	2.8	2.4	2.5	–	4.6	5.0	5.2	5.2	6.6	6.7	7.5	7.4	8.1	7.6	7.0	7.4	7.4	7.6
Get a bachelor's degree (B.A., B.S., etc)	–	–	–	–	–	–	60.7	62.8	58.6	63.3	61.8	62.2	64.5	63.8	64.4	65.2	65.8	66.4	68.3	67.6
Be elected to a student office	–	2.0	1.7	1.4	1.3	–	1.5	1.6	1.6	1.7	2.0	2.1	2.2	2.4	2.8	2.7	2.7	2.8	3.1	3.3
Join social fraternity, sorority or club	–	33.2	28.9	24.6	21.8	–	19.2	16.6	14.3	16.0	17.4	19.2	20.2	19.7	19.6	20.9	19.2	18.9	19.1	20.3
Change major field	–	17.3	15.6	17.3	16.7	–	16.7	15.1	12.4	12.7	12.2	12.7	12.9	12.9	12.6	13.2	12.7	12.9	13.7	14.2
Change career choice	–	18.0	16.1	17.9	17.0	–	17.7	14.9	12.7	13.1	12.3	12.8	13.1	13.1	12.8	13.0	12.4	12.7	13.4	13.9
Need extra time to complete degree †	–	–	–	–	–	–	4.5	4.7	4.5	4.9	4.7	5.0	4.7	5.2	5.2	5.5	5.3	5.2	5.5	6.5
Fail one or more courses		2.1	1.3	1.7	2.3	–	1.9	1.9	1.5	1.8	1.5	1.7	1.4	1.5	1.4	1.4	1.2	1.1	1.1	1.2
Get tutoring help in specific courses †	–	–	–	–	–	–	–	–	–	7.3	8.5	9.5	10.1	9.8	10.3	10.7	10.4	10.2	11.5	12.3
Live in a coeducational dorm	–	–	–	–	–	–	–	19.2	17.7	19.1	19.5	20.9	24.9	24.0	24.5	28.2	27.6	25.5	27.9	28.0
Seek vocational counseling	–	–	–	–	–	–	13.9	11.9	10.7	9.9	8.2	7.9	7.8	7.5	6.7	6.8	6.1	6.7	5.9	6.7
Seek personal counseling	–	–	–	–	–	–	6.0	5.3	5.1	5.1	4.1	4.2	4.3	4.5	4.4	4.2	3.8	4.0	3.8	4.2
Get a job to help pay for college expenses	–	–	–	–	–	–	–	–	–	–	40.8	43.0	42.0	41.9	41.9	42.9	40.7	38.9	40.0	39.9
Have to work at an outside job	–	–	–	–	–	–	34.4	34.2	33.4	31.3	26.7	27.4	24.2	25.3	25.1	25.4	23.5	23.6	22.6	23.9
Work full-time while attending college	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.0	3.2	3.4	3.4
Participate in student protests or demonstrations		4.2	3.9	–	–	–	–	–	–	–	–	–	2.8	3.6	4.3	3.4	4.1	3.4	3.6	4.3
Transfer to another college †	–	13.1	12.1	12.7	13.0	–	14.0	14.2	14.2	13.3	13.4	12.1	11.0	12.0	10.8	11.3	10.4	10.4	10.8	11.1
Drop out of this college temporarily (excluding transferring)	–	1.1	1.0	1.3	1.5	– –	1.9	2.0	1.8	1.8	1.6	1.6	1.2	1.3	1.0	1.2	1.0	1.0	0.9	1.1
Drop out permanently	–	0.7	0.6	0.7	0.9	–	1.1	1.2	1.0	0.9	0.9	0.9	0.8	0.9	0.8	1.0	0.8	0.8	0.7	0.7
Get married while in college	–	8.6	7.5	9.6	8.9	–	9.0	8.0	7.4	7.3	6.8	6.4	5.9	6.2	6.2	6.3	6.1	5.8	5.7	5.8
Get married within a year after college	–	27.4	22.6	24.2	21.7	–	18.8	20.2	19.3	18.7	18.2	17.2	17.2	17.7	18.8	19.5	19.2	18.2	18.4	18.3
Enlist in the Armed Services before graduating †	–	–	–	0.3	0.3	–	1.1	1.1	1.0	–	–	–	–	–	–	–	–	–	–	–
Be more successful after graduating than most students attending this college	–	–	–	7.0	7.0	–	13.2	15.2	14.7	–	–	–	–	–	–	–	–	–	–	–
Play varsity athletics †	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	10.0	10.4	10.7
Find a job after college graduation in the field for which you were trained	–	–	–	–	–	–	52.5	57.2	56.5	60.8	61.6	68.4	69.1	70.2	71.8	72.4	71.5	72.0	73.9	72.3

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PRESENT POLITICAL VIEWS																				
Far left	–	–	–	–	2.4	1.9	1.7	1.6	1.7	1.6	1.8	1.8	1.5	1.9	1.9	1.4	1.5	1.5	1.6	1.5
Liberal	–	–	–	–	31.5	33.6	31.9	32.0	27.0	28.1	24.5	24.4	23.0	22.0	18.9	18.1	19.4	19.6	21.1	21.2
Middle of the road	–	–	–	–	49.4	50.6	51.5	53.5	58.7	57.5	60.5	60.2	61.7	61.5	64.0	64.0	63.7	63.7	60.8	60.9
Conservative	–	–	–	–	16.1	13.6	14.4	12.6	12.0	12.3	12.6	12.9	13.3	14.0	14.4	15.9	14.9	14.4	15.7	15.7
Far right	–	–	–	–	0.6	0.4	0.5	0.4	0.6	0.5	0.6	0.6	0.5	0.7	0.8	0.6	0.6	0.7	0.7	0.8
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT																				
Become accomplished in one of the performing arts (acting, dancing, etc) †	13.4	14.6	11.1	13.7	14.8	14.2	13.8	*13.4*	13.0	13.3	13.0	15.6	14.5	13.6	13.2	12.7	12.8	13.1	12.1	11.7
Become an authority in my field	60.8	63.7	54.5	54.3	60.8	54.3	55.7	57.6	57.7	66.0	66.6	72.1	70.0	70.5	71.7	71.4	71.9	71.8	71.6	69.4
Obtain recognition from colleagues for contributions to my special field †	36.3	34.9	31.6	35.3	33.4	31.6	31.9	–	34.5	38.9	42.1	44.9	47.3	49.8	52.5	53.1	53.6	54.3	54.2	53.5
Become an expert in finance and commerce	5.9	4.0	3.7	9.0	8.6	7.0	9.6	–	–	–	–	–	–	–	–	–	–	–	–	21.5
Have administrative responsibility for the work of others †	21.4	17.7	16.0	16.4	14.7	13.2	17.6	21.9	21.7	26.5	28.5	30.9	32.7	34.5	37.0	38.0	39.1	39.8	40.7	41.1
Be very well-off financially	31.6	30.0	27.1	32.1	28.0	28.2	30.2	*33.3*	36.4	40.3	44.7	50.7	52.7	56.7	57.8	60.2	64.9	65.5	67.3	66.8
Help others who are in difficulty	79.5	73.6	70.8	75.0	74.0	71.6	75.1	73.4	70.4	74.4	71.8	73.0	73.7	71.4	72.7	71.0	69.4	69.8	69.8	70.9
Participate in an organization like the Peace Corps or Vista †	30.0	28.0	26.8	–	26.1	22.0	21.0	–	–	–	–	–	–	–	–	–	–	–	–	–
Become a community leader	21.2	18.9	16.1	14.1	11.5	10.0	11.6	–	–	–	–	–	–	–	–	–	–	–	–	–
Make a theoretical contribution to science †	7.5	6.1	5.8	5.5	6.2	5.5	7.2	–	10.2	10.1	10.9	10.7	11.5	11.2	11.5	11.0	10.4	11.1	10.8	10.2
Write original works (poems, novels, etc)	17.1	16.7	15.2	16.2	15.9	15.2	16.2	–	13.3	13.8	14.4	15.8	14.6	13.8	13.8	12.5	12.1	11.8	11.4	12.1
Never be obligated to people	27.5	23.2	21.8	22.6	20.8	19.6	21.1	–	–	–	–	–	–	–	–	–	–	–	–	–
Create artistic work (painting, sculpture, decorating, etc.)	21.1	22.1	18.7	21.2	21.4	20.3	23.0	–	17.4	18.0	17.6	19.2	17.1	16.7	16.5	14.8	13.9	13.0	12.2	12.4
Help promote racial understanding	–	–	–	–	–	–	–	–	–	–	–	39.7	37.7	35.0	35.8	33.2	32.5	32.0	33.4	33.1
Keep up to date with political affairs	57.5	49.1	51.8	49.8	50.6	40.4	46.6	40.8	34.3	35.1	34.2	35.2	32.1	33.4	35.0	33.9	33.1	30.4	33.4	–
Be successful in my own business †	40.1	32.8	31.6	33.1	31.9	28.6	32.5	31.3	27.5	33.4	35.4	38.6	40.6	42.5	43.6	44.1	44.8	45.4	47.3	47.7
Develop a meaningful philosophy of life	–	87.6	87.4	85.8	79.1	73.5	75.0	73.7	65.1	68.2	64.1	61.5	59.1	54.7	52.1	50.4	47.5	45.6	45.2	43.0
Influence the political structure	–	–	–	12.0	14.0	10.2	12.2	11.1	9.6	10.9	11.7	12.2	11.4	12.0	12.6	11.8	11.7	11.1	12.4	12.7
Influence social values	–	–	–	37.1	36.2	29.8	32.0	33.1	29.3	31.9	31.7	32.7	33.6	33.9	34.8	33.9	33.6	33.3	34.6	35.1
Raise a family	–	–	–	77.8	72.4	64.7	67.8	58.2	56.9	57.1	56.8	58.9	61.9	64.8	63.6	66.7	67.9	67.6	69.3	70.3
Participate in a community action program	–	–	–	–	32.3	28.5	31.9	–	30.4	33.8	32.1	32.4	29.5	28.3	30.3	26.1	24.4	23.8	24.1	24.7
Become involved in programs to clean up the environment	–	–	–	–	–	41.6	43.6	32.6	23.9	27.0	26.1	27.8	26.2	24.6	25.4	22.7	20.5	18.8	18.1	17.5

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENT INDICATING AGREE STRONGLY OR AGREE SOMEWHAT																				
The activities of married women are best confined to the home and family	–	44.3	–	–	36.7	30.6	25.6	18.8	19.4	18.1	19.5	19.8	19.6	21.0	19.0	19.3	17.6	17.2	15.5	16.0
Parents should be discouraged from having large families	–	34.0	–	–	–	67.5	65.6	63.5	55.0	52.5	49.8	47.7	42.7	41.1	39.9	37.2	32.3	31.3	–	–
Colleges would be improved if organized sports were de-emphasized	–	20.6	–	–	–	24.9	24.8	23.4	27.1	25.9	25.0	25.0	25.5	–	–	–	–	–	–	–
Scientists should publish their findings regardless of the possible consequences	–	38.5	49.7	50.8	58.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Realistically, an individual can do little to bring about changes in our society †	–	29.8	27.9	31.8	34.9	38.7	39.0	37.3	39.5	43.4	41.0	41.5	–	–	–	–	–	–	–	34.7
Chief benefit of a college education is that it increases one's earning power	–	46.3	48.6	45.4	61.3	51.0	52.9	49.4	–	–	–	–	–	–	–	–	–	–	–	69.3
Faculty promotions should be based in part on student evaluations	–	60.6	62.0	66.3	70.6	75.8	76.0	75.3	74.5	73.5	71.9	72.0	73.0	70.7	71.1	70.3	70.0	69.6	69.8	70.6
Student publications should be cleared by college officials	–	53.5	57.1	52.0	42.6	32.5	32.5	30.4	32.9	33.3	34.2	37.3	36.7	41.2	42.4	42.9	41.9	42.4	–	–
College officials have the right to ban persons with extreme views from speaking on campus	–	36.1	28.8	28.9	30.5	25.3	22.6	20.3	20.0	21.8	22.9	23.2	23.4	23.8	24.4	24.5	22.7	23.5	19.1	23.2
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	–	40.8	39.6	39.0	41.9	38.5	40.1	38.1	37.6	36.2	35.7	36.5	34.8	37.5	37.2	36.8	34.9	35.7	35.8	–
Most college officials have been too lax dealing with student protests on campus	–	43.6	50.2	56.2	55.5	42.8	39.0	32.9	31.8	–	–	–	–	–	–	–	–	–	–	–
College officials have the right to regulate student behavior off campus	–	–	23.6	19.1	16.8	13.4	12.2	10.1	12.4	12.9	12.8	12.8	13.3	13.9	13.8	13.7	13.2	13.7	13.7	12.9
Marijuana should be legalized †	–	–	16.9	22.4	35.2	35.0	43.0	45.2	43.4	43.3	46.1	49.2	47.1	43.6	36.6	31.9	26.4	23.1	20.3	18.9
Divorce laws should be liberized †	–	–	–	35.2	46.9	–	–	–	–	–	–	–	45.8	46.0	43.4	41.2	42.5	42.7	–	–
Abortion should be legal †	–	–	–	–	–	–	–	–	–	–	–	55.6	56.9	53.6	53.8	54.7	55.9	54.8	54.2	55.3
Grading in the high schools is too easy	–	–	–	–	–	–	–	–	–	–	57.9	60.4	64.0	60.2	58.0	56.1	54.0	58.2	54.5	49.6
There is too much concern in the courts for the rights of criminals	–	–	–	46.8	44.5	41.1	43.0	43.7	45.6	47.1	54.3	59.2	60.6	57.0	61.6	64.2	65.5	65.2	–	–
Capital punishment should be abolished †	–	–	–	59.0	59.8	62.8	–	–	–	–	–	–	38.2	40.7	40.5	35.2	33.5	33.7	29.6	30.2
Women should receive the same salary and opportunities for advancement as men in comparable positions	–	–	–	–	87.1	94.0	95.4	96.2	94.9	96.2	96.1	96.4	96.6	96.1	96.4	96.6	96.6	96.6	96.6	95.9
The Federal government is not doing enough to control environmental pollution	–	–	–	–	–	90.8	89.6	89.7	84.4	83.6	84.6	83.5	84.2	84.1	83.5	81.8	82.2	82.3	80.3	80.0
The Federal government is not doing enough to protect the consumer from faulty goods and services	–	–	–	–	–	77.2	76.8	80.8	77.6	75.6	76.4	73.8	75.7	76.7	78.6	74.8	73.1	69.8	66.7	66.2

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENT INDICATING AGREE STRONGLY OR AGREE SOMEWHAT (continued)																				
The Federal government is not doing enough to promote school desegregation	–	–	–	–	–	53.0	50.2	51.2	–	–	–	–	–	–	–	–	–	–	–	–
Busing is OK if it helps to achieve racial balance in the schools	–	–	–	–	–	–	–	–	–	–	39.0	42.8	43.7	46.5	48.2	46.7	49.8	53.5	56.1	56.9
College grades should be abolished	–	–	–	–	46.2	43.8	39.2	34.6	28.2	23.1	18.9	17.2	14.1	14.1	13.6	13.2	12.4	12.1	11.4	–
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	–	–	–	–	–	36.7	37.1	33.9	39.2	34.5	33.6	33.7	30.9	34.3	33.7	32.8	–	–	–	–
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	–	–	–	–	–	76.2	78.0	76.9	76.1	74.6	75.3	75.9	76.3	76.6	–	–	–	–	–	–
As long as they work hard, people should be paid equally regardless of ability or quality of their work	–	–	–	–	–	–	24.0	25.8	27.3	25.8	25.4	–	–	–	–	–	–	–	–	–
People should not obey laws which violate their personal values †	–	–	–	–	–	–	–	–	31.7	29.9	29.5	30.1	30.3	31.0	29.9	30.0	–	–	–	–
Wealthy people should pay a larger share of taxes than they do now	–	–	–	–	–	–	69.4	69.3	72.9	73.3	73.7	73.3	71.8	68.5	69.6	70.8	71.7	70.6	69.6	73.1
The Federal government should do more to discourage energy consumption	–	–	–	–	–	–	–	–	–	82.9	82.6	83.9	84.4	84.7	85.7	83.1	80.8	78.4	75.9	74.5
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	–	–	–	–	–	–	–	–	–	–	–	–	–	–	91.0	91.4	91.1	91.6	91.3	–
It is important to have laws prohibiting homosexual relationships	–	–	–	–	–	–	–	–	–	–	38.6	40.3	38.5	39.0	40.3	39.9	37.6	39.9	38.4	38.3
A national health care plan is needed to cover everybody's medical costs †	–	–	–	–	–	–	–	–	–	–	–	62.3	62.6	62.8	60.8	57.8	60.5	62.3	64.6	63.3
Inflation is our biggest domestic problem	–	–	–	–	–	–	–	–	–	–	–	–	–	81.4	82.6	81.3	81.9	73.2	–	–
Government is not promoting disarmament	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	72.7	73.0
Increase Federal military spending	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	29.9	28.3	25.2	19.7
Live together before marriage	–	–	–	–	–	–	–	–	38.9	41.2	42.9	42.1	39.6	38.0	37.9	37.7	37.5	39.7	39.9	43.1
Sex is OK if people like each other	–	–	–	–	–	–	–	–	29.8	33.2	32.5	33.8	32.5	33.7	32.4	32.2	32.8	33.6	31.8	–
Young more idealistic than old	–	–	–	–	–	–	–	–	70.1	68.9	–	–	–	–	–	–	–	–	–	–
Nuclear disarmament is attainable	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	56.6
The government should raise taxes to reduce the federal deficit	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	19.8

WEIGHTED NATIONAL NORMS FOR ALL WOMEN

EDUCATIONAL EXPENSES AND FINANCIAL AID	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	198
CONCERN ABOUT ABILITY TO FINANCE YOUR COLLEGE EDUCATION																				
None (I am confident that I will have sufficient funds)	35.3	34.4	35.0	33.0	32.4	32.4	33.5	33.6	36.1	32.8	31.3	30.4	31.0	30.0	28.2	28.1	27.2	28.8	29.6	30.8
Some concern (but I will probably have enough funds)	55.5	56.2	55.9	55.9	55.4	56.4	50.4	48.4	48.0	49.0	51.2	51.3	52.7	53.9	54.8	53.8	53.4	54.5	54.0	53.8
Major concern (not sure I will have enough funds to complete college)	9.2	9.3	9.1	11.1	12.2	11.2	16.1	18.0	15.9	18.2	17.5	18.3	16.3	16.1	17.0	18.1	19.4	16.8	16.4	15.5
FINANCIAL RESOURCES FOR FIRST YEAR EDUCATIONAL EXPENSES																				
Parents and family		--	--	--	--	--	--	--	--	--	--	--	73.3	69.1	69.8	70.4	72.8	72.0	70.8	71.5
Pell Grant (BEOG prior to 1982)		--	--	--	--	--	--	--	--	--	--	--	22.1	32.8	33.1	27.2	24.3	27.5	20.9	21.2
Supp. Educational Oppty. Grant (SEOG)		--	--	--	--	--	--	--	--	--	--	--	5.7	7.1	8.2	5.7	5.8	7.2	5.6	5.1
State scholarship or grant		--	--	--	--	--	--	--	--	--	--	--	15.7	15.6	16.4	14.3	14.9	16.1	14.1	15.0
College grant or scholarship		--	--	--	--	--	--	--	--	--	--	--	12.8	11.8	13.3	12.1	12.5	13.9	18.1	20.0
Private grant or scholarship		--	--	--	--	--	--	--	--	--	--	--	8.1	7.5	7.7	7.3	7.9	7.9	6.6	5.9
Federally Guaranteed Student Loan (FGSL)		--	--	--	--	--	--	--	--	--	--	--	9.8	12.5	19.9	25.6	20.7	21.8	23.4	23.2
National Direct Student Loan (NDSL)		--	--	--	--	--	--	--	--	--	--	--	8.5	8.1	9.5	8.0	6.5	7.4	6.6	6.1
College loan		--	--	--	--	--	--	--	--	--	--	--	3.6	3.2	4.2	3.5	3.4	3.6	3.4	3.6
Loan(s) from other sources		--	--	--	--	--	--	--	--	--	--	--	4.0	3.6	4.1	4.4	4.3	4.2	3.9	3.9
College Work-Study Grant		--	--	--	--	--	--	--	--	--	--	--	12.3	12.7	15.9	13.3	12.7	14.6	10.7	11.2
Full-time work while in college		--	--	--	--	--	--	--	--	--	--	--	1.5	1.7	1.7	1.7	1.5	1.6	1.5	1.9
Part-time work while attending college		--	--	--	--	--	--	--	--	--	--	--	23.7	23.5	24.2	23.6	24.0	24.0	29.5	32.9
Savings from summer work		--	--	--	--	--	--	--	--	--	--	--	45.7	41.7	42.4	42.5	39.8	39.1	43.9	47.3
Other savings		--	--	--	--	--	--	--	--	--	--	--	20.4	17.8	18.7	19.1	18.5	18.4	19.9	22.4
Spouse's Income		--	--	--	--	--	--	--	--	--	--	--	1.1	0.9	1.0	1.0	0.8	0.9	1.0	1.0
Student's GI benefits		--	--	--	--	--	--	--	--	--	--	--	0.3	0.4	0.4	0.3	0.3	0.3	0.2	0.3
GI Benefits awarded to student's parents		--	--	--	--	--	--	--	--	--	--	--	1.1	1.2	1.0	0.9	0.8	0.7	0.5	0.5
Social Security dependent's benefits		--	--	--	--	--	--	--	--	--	--	--	6.1	5.9	6.1	6.4	3.6	1.7	--	--
From sources other than those cited above		--	--	--	--	--	--	--	--	--	--	--	3.6	3.4	3.5	3.5	2.8	3.5	2.3	2.9

Notes

†	Text or format of question or response differs slightly in different years.
¥	Data not compatible to other years due to change in question, response option, or processing.

Interpolated data indicated by italics.

Twenty Year Trends for All Freshmen

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEMOGRAPHIC DATA AND OTHER CHARACTERISTICS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
SEX																				
Male	–	55.6	56.6	56.6	54.8	54.4	53.9	52.8	52.2	53.2	51.8	50.7	48.9	48.8	48.5	48.6	49.5	49.0	48.2	48.2
Female	–	44.4	43.4	43.4	45.2	45.6	46.1	47.2	47.8	46.8	48.2	49.3	51.1	51.2	51.5	51.4	50.5	51.0	51.8	51.8
AGE																				
16 or younger	–	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
17	–	4.6	4.5	3.8	3.8	3.4	4.0	4.7	3.9	3.7	3.8	3.2	3.3	2.9	2.6	2.5	2.5	2.4	2.6	2.5
18	–	76.9	75.6	74.0	73.2	74.1	74.2	74.7	74.4	73.6	74.1	74.3	75.3	74.2	72.6	74.1	74.2	72.7	73.4	72.2
19	–	13.6	13.6	14.3	14.4	16.0	15.7	15.3	16.0	16.7	16.6	17.1	17.2	17.8	18.9	18.8	18.9	19.8	19.1	20.2
20	–	1.7	2.1	2.1	2.0	2.1	2.0	1.8	2.1	2.0	2.1	2.1	1.8	2.0	2.2	1.9	1.8	2.0	2.0	1.9
21 or older †	–	3.2	4.2	5.7	6.4	4.4	4.0	3.4	3.4	3.9	3.4	3.3	2.5	3.1	3.8	2.8	2.4	3.1	3.0	3.2
RACIAL/ETHNIC BACKGROUND ◊																				
American Indian	0.6	0.7	0.7	0.3	*0.8*	0.9	1.1	0.9	0.9	0.9	0.9	0.8	0.8	1.0	0.8	1.0	1.0	1.1	0.9	1.0
Oriental/Asian-American	0.7	0.8	1.1	1.7	*1.1*	0.5	1.1	1.1	0.9	1.5	2.0	1.1	1.1	1.4	1.4	1.1	1.4	1.6	1.6	2.0
Other	3.0	4.4	5.1	1.1	*2.3*	1.2	1.8	1.5	1.7	1.9	1.8	1.8	1.7	2.0	1.7	1.5	1.4	1.6	1.7	1.5
White/Caucasian	90.7	89.9	87.3	90.9	*89.2*	91.4	87.3	88.5	88.6	86.5	86.2	86.9	88.5	86.3	86.0	88.5	88.2	86.9	85.7	86.2
Black/Negro/Afro-American	5.0	4.3	5.8	6.0	*6.7*	6.3	8.7	7.8	7.4	9.0	8.4	8.8	8.1	9.2	9.2	8.6	8.5	9.0	9.8	9.1
Mexican-American/Chicano	–	–	–	–	–	1.1	1.5	1.3	1.5	1.7	1.7	1.4	1.0	1.2	2.1	0.9	0.9	0.9	1.0	1.2
Puerto Rican-American	–	–	–	–	–	0.2	0.6	0.4	0.6	0.7	0.5	0.9	0.9	1.0	0.9	0.6	0.9	0.7	0.8	0.6
◊ Only one response per student allowed in 1966-70. Multiple responses allowed since 1971.																				
MARITAL STATUS																				
No †	–	–	–	–	–	97.2	97.7	98.1	98.1	97.8	98.2	98.4	98.8	98.6	98.4	98.7	98.8	98.6	98.6	98.5
Yes †	–	–	–	–	–	2.8	2.3	1.9	1.9	2.2	1.8	1.6	1.2	1.4	1.6	1.3	1.2	1.4	1.4	1.5
CITIZENSHIP STATUS																				
Yes †	–	–	–	98.0	98.4	–	97.8	97.8	–	–	–	–	–	–	–	–	97.7	97.4	97.0	97.6
No †	–	–	–	2.0	1.6	–	2.2	2.2	–	–	–	–	–	–	–	–	2.3	2.6	3.0	2.4
TWIN STATUS																				
No	–	–	–	–	–	–	–	–	–	–	–	98.2	–	–	–	98.2	98.2	98.2	98.2	98.2
Yes, identical	–	–	–	–	–	–	–	–	–	–	–	0.6	–	–	–	0.6	0.6	0.7	0.6	0.7
Yes, fraternal	–	–	–	–	–	–	–	–	–	–	–	1.2	–	–	–	1.2	1.2	1.1	1.2	1.1
VETERAN STATUS																				
No	–	–	–	–	96.6	97.2	98.0	98.3	97.8	97.5	97.9	98.3	98.7	98.5	98.4	98.7	98.7	–	–	–
Yes†	–	–	–	–	3.4	2.9	2.1	1.7	2.2	2.5	2.1	1.7	1.3	1.5	1.6	1.3	1.3	–	–	–

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
MOTHER'S EDUCATION																				
Grammar school or less	5.9	6.3	6.6	6.4	7.1	5.3	6.0	4.5	5.0	5.0	4.9	4.6	3.7	4.3	4.2	3.1	3.0	3.3	3.4	3.1
Some high school	13.5	13.9	15.1	14.4	14.4	13.4	13.2	12.0	11.5	11.6	11.2	11.3	9.6	10.3	9.7	8.7	8.0	8.2	7.9	7.6
High school graduate	42.2	42.4	43.4	43.7	42.6	45.0	43.8	42.4	41.8	42.2	42.2	42.9	41.9	41.0	41.6	41.7	41.2	40.6	39.4	38.2
Postsecondary school other than college	–	–	–	–	–	–	–	6.8	7.0	6.5	6.8	6.7	7.1	6.7	6.8	6.7	7.3	7.5	7.7	7.7
Some college	20.4	19.6	18.8	18.7	18.3	17.9	17.5	14.5	14.6	14.0	13.8	13.4	14.2	14.4	14.2	14.5	14.6	14.9	15.2	16.0
College degree	15.3	14.9	13.6	14.0	14.6	15.2	13.2	13.5	13.9	14.0	14.5	14.2	15.6	15.2	15.6	16.7	17.0	16.3	17.0	17.0
Some graduate school	–	–	–	–	–	–	2.2	2.0	1.9	2.0	1.9	1.9	2.1	2.2	2.1	2.1	2.1	2.2	2.3	2.5
Graduate degree	2.7	2.9	2.5	2.8	3.0	3.1	4.0	4.3	4.4	4.8	4.8	5.0	5.8	5.8	5.9	6.4	6.8	7.1	7.1	7.8
MOTHER'S CURRENT OCCUPATION																				
Artist	–	–	–	–	–	–	–	–	–	–	1.2	1.2	1.2	1.2	1.2	1.3	1.4	1.4	1.3	1.5
Businesswoman	–	–	–	–	–	–	–	–	–	–	6.7	6.9	7.7	8.2	8.8	9.8	10.1	10.8	11.1	12.6
Business (clerical)	–	–	–	–	–	–	–	–	–	–	10.0	10.0	10.4	10.6	11.1	11.3	11.5	11.3	11.5	11.1
Clergy or religious worker	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
College teacher	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Doctor or dentist	–	–	–	–	–	–	–	–	–	–	0.2	0.1	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3
Educator (secondary school)	–	–	–	–	–	–	–	–	–	–	2.5	2.5	2.7	2.7	2.8	3.2	3.3	3.0	3.1	3.4
Elementary school teacher	–	–	–	–	–	–	–	–	–	–	5.3	5.2	5.6	5.5	5.4	5.8	5.9	5.2	5.5	5.6
Engineer	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Farmer or forester	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.3	0.3	0.4	0.4	0.3	0.3	0.3
Health professional	–	–	–	–	–	–	–	–	–	–	1.5	1.5	1.4	1.5	1.6	1.7	1.8	1.9	1.8	1.8
Homemaker	–	–	–	–	–	–	–	–	–	–	33.9	31.9	31.4	28.6	28.1	23.2	22.8	25.1	23.8	22.3
Lawyer	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Nurse	–	–	–	–	–	–	–	–	–	–	5.9	6.4	6.5	6.7	6.7	7.5	7.7	7.4	7.6	7.6
Research scientist	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
Skilled worker	–	–	–	–	–	–	–	–	–	–	1.8	1.9	1.9	1.9	2.0	1.9	2.0	2.0	1.9	2.0
Semiskilled or unskilled worker †	–	–	–	–	–	–	–	–	–	–	5.8	6.0	5.3	5.8	5.9	5.8	5.9	5.8	5.4	5.3
Social worker	–	–	–	–	–	–	–	–	–	–	–	1.1	1.0	1.2	1.1	1.2	1.2	1.2	1.3	1.2
Unemployed	–	–	–	–	–	–	–	–	–	–	9.3	9.5	8.6	8.9	8.6	8.5	8.0	7.1	7.0	7.0
Other	–	–	–	–	–	–	–	–	–	–	15.1	15.0	15.2	16.0	15.7	17.4	17.2	16.5	17.1	17.2
FATHER'S EDUCATION																				
Grammar school or less	9.4	10.3	10.4	10.0	10.7	8.8	9.2	7.2	7.8	7.5	7.5	6.9	5.8	6.2	6.2	5.1	4.5	4.9	4.9	4.3
Some high school	15.7	16.2	17.2	16.7	16.0	15.8	15.1	14.0	13.2	13.5	13.0	13.1	11.4	12.1	11.7	10.5	10.0	10.4	9.7	9.5
High school graduate	29.1	29.0	30.1	30.2	29.1	30.9	30.3	28.4	28.9	28.9	28.5	29.5	28.3	28.0	29.4	29.2	29.6	29.3	29.2	28.5
Postsecondary school other than college	–	–	–	–	–	–	–	4.3	4.5	4.1	4.3	4.3	4.4	4.3	4.3	4.5	4.6	4.8	5.1	5.0
Some college	19.1	18.0	17.8	17.6	17.0	16.9	16.2	14.4	14.2	13.7	13.3	13.2	13.5	13.4	13.0	13.4	13.4	13.7	13.8	14.0
College degree	16.9	16.5	16.0	16.8	17.7	18.4	16.1	17.2	17.3	17.8	18.5	18.5	19.8	19.4	19.1	20.1	20.1	19.5	19.9	19.6
Some graduate school	–	–	–	–	–	–	2.4	2.4	2.2	2.2	2.3	2.2	2.5	2.4	2.3	2.4	2.3	2.3	2.3	2.7
Graduate degree	9.7	9.9	8.5	8.8	9.5	9.3	10.7	12.1	12.0	12.3	12.6	12.4	14.1	14.2	14.1	14.9	15.4	15.1	15.0	16.4

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
FATHER'S CURRENT OCCUPATION																				
Artist	–	0.8	0.8	0.8	0.9	0.8	0.8	–	0.7	0.7	0.9	0.9	0.8	0.8	0.8	0.8	0.9	0.9	0.8	0.9
Businessman	–	31.1	30.1	29.5	30.1	29.7	30.0	–	27.6	26.4	29.0	28.5	29.6	29.3	28.8	29.0	29.6	29.2	29.2	29.2
Clergy or religious worker	–	1.1	0.9	1.0	1.1	0.9	0.9	–	1.0	1.0	1.1	1.1	1.1	1.0	1.0	1.1	1.0	0.9	0.9	1.0
College teacher	–	0.7	0.7	0.7	0.8	0.8	0.9	–	1.2	1.2	0.9	0.8	0.9	0.9	0.9	0.9	1.0	0.9	0.9	0.9
Doctor or dentist	–	2.4	2.0	2.0	2.1	1.9	2.0	–	2.0	2.2	2.2	2.0	2.3	2.2	2.2	2.2	2.2	2.2	2.1	2.1
Educator (secondary school)	–	2.0	1.9	2.0	2.2	2.2	2.3	–	2.0	2.0	3.0	2.9	3.3	3.3	3.2	3.6	3.5	3.4	3.4	3.5
Elementary school teacher	–	0.3	0.3	0.3	0.4	0.3	0.3	–	0.6	0.7	0.6	0.6	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.7
Engineer	–	7.0	7.0	7.1	7.1	7.5	7.7	–	6.7	6.9	8.8	8.5	9.2	8.6	8.7	8.8	9.0	8.6	8.5	8.5
Farmer or forester	–	6.9	6.6	5.9	5.7	6.8	5.9	–	5.2	4.4	4.0	3.8	3.5	3.7	3.9	4.4	3.9	3.9	3.7	3.9
Health professional	–	1.1	1.1	1.3	1.2	1.2	1.2	–	1.0	1.1	1.3	1.3	1.3	1.3	1.2	1.3	1.4	1.3	1.3	1.3
Lawyer	–	1.4	1.2	1.2	1.3	1.2	1.3	–	1.4	1.4	1.3	1.3	1.4	1.5	1.5	1.5	1.6	1.4	1.5	1.5
Military career	–	1.6	1.6	1.8	1.7	2.0	1.8	–	1.5	1.6	2.0	1.9	1.8	1.7	1.7	1.9	1.8	1.8	1.6	1.6
Research scientist	–	0.5	0.6	0.5	0.6	0.6	0.6	–	0.6	0.6	0.6	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.5	0.6
Skilled worker	–	12.7	13.0	13.5	12.4	12.3	12.4	–	18.2	17.6	11.2	11.4	11.0	10.9	11.3	11.0	11.1	10.8	10.9	10.4
Semiskilled or unskilled worker †	–	11.7	13.0	12.5	12.6	11.4	11.3	–	9.5	9.5	10.0	10.1	8.4	8.9	9.3	8.1	8.3	8.7	8.4	8.7
Unemployed	–	0.9	1.1	1.2	1.4	1.4	2.0	–	2.1	3.1	2.4	2.6	2.4	2.5	2.7	2.1	2.1	3.2	2.8	2.8
Other	–	17.8	18.3	18.7	18.4	19.0	18.5	–	18.7	19.7	20.7	21.8	21.6	22.1	21.6	21.9	21.4	21.7	22.7	22.4
ESTIMATED PARENTAL INCOME																				
Less than $6,000	19.5	*18.1*	16.6	14.5	13.6	12.0	14.1	11.1	10.6	11.0	10.7	10.1	8.0	7.8	7.4	5.7	5.1	5.6	5.8	4.6
$6,000-9,999	34.2	*33.3*	32.4	30.0	24.0	22.4	18.6	15.0	13.7	11.7	10.9	10.1	8.3	8.1	7.2	6.9	5.3	5.3	5.0	4.2
$10,000-14,999	25.2	*26.2*	27.2	28.7	31.0	32.3	30.3	29.6	29.0	25.4	23.3	20.9	17.6	15.2	13.7	11.8	10.2	10.6	9.9	7.1
$15,000-19,999	9.4	*10.3*	11.2	12.5	13.2	14.3	14.8	16.8	16.6	17.4	17.2	17.2	16.2	13.9	12.4	10.5	9.1	8.7	8.0	7.1
$20,000-24,999	4.6	*5.0*	5.3	6.2	7.3	8.1	8.9	10.9	12.0	12.6	13.6	14.9	16.3	16.6	16.5	15.2	13.2	12.6	11.3	8.6
$25,000-29,999	2.4	*2.5*	2.5	2.8	3.6	3.8	4.3	5.3	5.9	7.0	7.5	8.4	9.8	10.3	10.9	11.5	11.5	10.5	10.2	8.8
$30,000 or more	4.7	*4.8*	4.8	5.2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
$30,000-34,999	–	–	–	–	2.4	2.4	2.9	3.7	3.9	4.7	5.5	6.2	7.7	8.2	9.4	10.5	12.0	11.3	10.9	11.2
$35,000-39,999	–	–	–	–	1.3	1.3	1.8	2.2	2.4	2.9	3.3	3.6	4.6	5.5	6.1	7.9	8.5	8.6	9.1	9.8
$40,000 or more	–	–	–	–	3.6	3.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
$40,000-49,999	–	–	–	–	–	–	1.7	1.9	2.2	2.7	3.1	3.4	4.3	6.0	7.1	9.0	10.6	11.2	12.2	11.8
$50,000 or more	–	–	–	–	–	–	2.7	3.4	3.8	4.6	4.9	5.4	7.0	–	–	–	–	–	–	–
$50,000-59,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	9.5
$50,000-99,999	–	–	–	–	–	–	–	–	–	–	–	–	–	6.3	7.1	9.2	11.3	12.3	13.7	–
$60,000-74,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	7.0
$75,000-99,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4.3
$100,000-149,999	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.0
$100,000 or more	–	–	–	–	–	–	–	–	–	–	–	–	–	2.1	2.2	2.7	3.3	3.4	4.0	–
$150,000 or more	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.0

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
CURRENT RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	53.9	49.3	45.9	49.9	50.6	41.5	38.2	46.1	47.7	46.6	45.3	45.6	46.3	33.6	34.0	35.4	33.7	32.0	43.1	45.6
Roman Catholic	28.2	30.5	31.3	29.5	30.6	29.5	30.1	34.3	33.3	34.0	35.5	37.4	37.5	38.1	38.7	37.0	38.9	39.3	39.3	37.0
Eastern Orthodox	–	–	–	–	0.5	–	–	0.6	0.5	0.6	0.6	0.7	0.7	–	–	–	–	–	0.7	0.6
Jewish	4.0	4.8	4.4	3.5	4.4	2.8	3.8	5.1	3.7	3.8	3.6	3.7	4.0	3.6	3.2	3.0	3.0	3.1	3.1	2.8
Buddhist	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.2	0.3
Muslim (Islamic)	–	–	–	0.1	0.1	–	–	0.1	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Other religion	7.0	7.5	8.8	3.8	3.8	11.7	13.6	3.6	4.0	4.3	4.8	4.0	3.7	16.6	16.1	17.3	17.2	17.9	5.6	5.0
None	6.9	7.9	9.6	13.2	9.8	14.4	14.3	10.1	10.5	10.3	10.0	8.5	7.6	8.0	8.1	7.3	7.3	7.6	8.0	8.4
Other Christian Denominations																				
Baptist	–	–	–	11.5	14.3	–	–	13.2	13.2	13.8	12.6	13.1	13.0	–	–	–	–	–	14.3	14.5
Congregational (United Church of Christ)	–	–	–	3.8	2.3	–	–	1.7	1.9	1.6	1.8	2.0	1.9	–	–	–	–	–	1.8	1.5
Episcopal	–	–	–	3.6	3.5	–	–	3.2	3.0	3.0	2.9	3.0	3.2	–	–	–	–	–	–	2.6
Latter Day Saints (Mormon)	–	–	–	0.7	0.3	–	–	0.3	0.4	0.3	0.3	0.3	0.2	–	–	–	–	–	0.2	0.2
Lutheran	–	–	–	6.7	6.3	–	–	5.7	6.6	5.8	6.3	5.6	5.5	–	–	–	–	–	5.6	5.9
Methodist	–	–	–	11.0	10.8	–	–	10.5	10.5	10.4	9.3	10.0	10.3	–	–	–	–	–	10.3	9.9
Presbyterian	–	–	–	6.4	6.4	–	–	5.9	5.8	5.9	5.5	5.4	5.8	–	–	–	–	–	–	5.0
Quaker (Society of Friends)	–	–	–	0.3	0.3	–	–	0.2	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Seventh Day Adventist	–	–	–	0.3	0.3	–	–	0.3	0.3	0.5	0.5	0.3	0.4	–	–	–	–	–	0.3	0.3
Unitarian-Universalist	–	–	–	0.7	0.6	–	–	0.4	0.4	0.3	0.3	0.3	0.3	–	–	–	–	–	0.2	–
Other Protestant	–	–	–	4.9	5.5	–	–	4.7	5.4	4.8	5.6	5.4	5.5	–	–	–	–	–	10.2	5.5
MOTHER'S RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	–	–	–	–	56.6	–	–	–	53.4	52.6	50.1	50.0	50.4	36.7	36.9	38.1	36.5	34.6	46.1	48.9
Roman Catholic	–	–	–	–	31.8	–	–	–	35.2	35.6	37.2	38.6	38.2	39.1	39.6	37.7	39.4	40.0	39.7	37.6
Eastern Orthodox	–	–	–	–	0.6	–	–	–	0.6	0.7	0.7	0.8	0.7	–	–	–	–	–	0.8	0.7
Jewish	–	–	–	–	5.2	–	–	–	4.2	4.2	4.1	4.1	4.4	3.9	3.5	3.3	3.3	3.4	3.4	3.1
Buddhist	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.3	0.4
Muslim (Islamic)	–	–	–	–	0.1	–	–	–	0.1	0.1	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Other religion	–	–	–	–	2.9	–	–	–	2.9	3.2	3.9	3.3	3.2	16.6	16.1	17.3	17.2	18.2	5.4	4.7
None	–	–	–	–	2.9	–	–	–	3.7	3.7	3.8	3.1	2.9	3.6	3.8	3.6	3.5	3.8	4.1	4.4
Other Christian Denominations																				
Baptist	–	–	–	–	15.5	–	–	–	14.2	14.9	13.2	13.7	13.4	–	–	–	–	–	14.5	14.6
Congregational (United Church of Christ)	–	–	–	–	2.7	–	–	–	2.2	1.9	2.0	2.2	2.1	–	–	–	–	–	1.9	1.7
Episcopal	–	–	–	–	4.2	–	–	–	3.7	3.6	3.4	3.6	3.6	–	–	–	–	–	–	2.9
Latter Day Saints (Mormon)	–	–	–	–	0.3	–	–	–	0.4	0.3	0.3	0.2	0.2	–	–	–	–	–	0.2	0.2
Lutheran	–	–	–	–	7.0	–	–	–	7.3	6.5	7.0	6.1	6.0	–	–	–	–	–	6.2	6.4
Methodist	–	–	–	–	12.4	–	–	–	12.0	12.0	10.6	11.3	11.5	–	–	–	–	–	11.2	10.9
Presbyterian	–	–	–	–	7.6	–	–	–	6.9	7.1	6.5	6.2	6.8	–	–	–	–	–	–	5.7
Quaker (Society of Friends)	–	–	–	–	0.2	–	–	–	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Seventh Day Adventist	–	–	–	–	0.3	–	–	–	0.3	0.5	0.6	0.3	0.4	–	–	–	–	–	0.3	0.3
Unitarian-Universalist	–	–	–	–	0.5	–	–	–	0.5	0.4	0.4	0.4	0.4	–	–	–	–	–	0.3	–
Other Protestant	–	–	–	–	5.9	–	–	–	5.7	5.2	5.9	5.8	5.8	–	–	–	–	–	11.3	6.0

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
FATHER'S RELIGIOUS PREFERENCE																				
Protestant (includes denominations below)	–	–	–	–	–	–	–	–	50.9	50.0	47.9	47.8	48.3	35.8	36.1	37.4	35.8	33.9	44.1	46.6
Roman Catholic	–	–	–	–	–	–	–	–	33.7	34.2	35.5	37.4	36.9	37.7	38.1	36.1	37.8	38.0	38.4	36.4
Eastern Orthodox	–	–	–	–	–	–	–	–	0.6	0.7	0.7	0.8	0.8	–	–	–	–	–	0.9	0.7
Jewish	–	–	–	–	–	–	–	–	4.4	4.4	4.2	4.2	4.6	4.1	3.6	3.4	3.5	3.6	3.6	3.3
Buddhist	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.3	0.4
Muslim (Islamic)	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Other religion	–	–	–	–	–	–	–	–	2.7	2.9	3.6	3.0	2.8	15.8	15.2	16.6	16.5	17.5	4.9	4.2
None	–	–	–	–	–	–	–	–	7.6	7.6	7.9	6.6	6.4	6.6	6.9	6.6	6.5	7.0	7.6	8.2
Other Christian Denominations																				
Baptist	–	–	–	–	–	–	–	–	13.4	14.0	12.6	13.0	13.0	–	–	–	–	–	13.9	13.9
Congregational (United Church of Christ)	–	–	–	–	–	–	–	–	2.1	1.8	1.9	2.0	1.9	–	–	–	–	–	1.8	1.6
Episcopal	–	–	–	–	–	–	–	–	3.3	3.2	3.1	3.2	3.2	–	–	–	–	–	–	2.6
Latter Day Saints (Mormon)	–	–	–	–	–	–	–	–	0.3	0.2	0.3	0.2	0.1	–	–	–	–	–	0.2	0.2
Lutheran	–	–	–	–	–	–	–	–	7.2	6.4	6.8	6.0	5.9	–	–	–	–	–	6.0	6.2
Methodist	–	–	–	–	–	–	–	–	11.5	11.5	10.1	10.8	11.0	–	–	–	–	–	10.7	10.3
Presbyterian	–	–	–	–	–	–	–	–	6.7	6.9	6.2	6.1	6.5	–	–	–	–	–	–	5.5
Quaker (Society of Friends)	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	–	–	–	–	–	0.2	0.2
Seventh Day Adventist	–	–	–	–	–	–	–	–	0.3	0.4	0.5	0.2	0.4	–	–	–	–	–	0.2	0.2
Unitarian-Universalist	–	–	–	–	–	–	–	–	0.4	0.3	0.3	0.3	0.3	–	–	–	–	–	0.2	–
Other Protestant	–	–	–	–	–	–	–	–	5.5	5.1	5.9	5.8	5.8	–	–	–	–	–	10.9	5.9
PHYSICALLY HANDICAPPED/DISABLED ◊																				
No	–	–	–	–	–	–	–	–	–	–	–	–	97.3	97.2	97.2	94.3	94.6	–	–	–
Yes	–	–	–	–	–	–	–	–	–	–	–	–	2.7	2.8	2.8	5.7	5.4	–	–	–
◊ "handicapped" used in 1978-80, "disabled" used in 1981-82.																				
TYPE OF PHYSICAL HANDICAP OR DISABILITY ◊																				
Hearing	–	–	–	–	–	–	–	–	–	–	–	–	11.0	10.1	11.5	8.9	8.7	0.7	0.9	0.9
Speech	–	–	–	–	–	–	–	–	–	–	–	–	4.0	3.9	3.3	2.1	1.9	0.3	0.3	0.3
Visual-partially sighted/blind †	–	–	–	–	–	–	–	–	–	–	–	–	37.4	36.6	27.8	48.9	45.8	2.2	1.9	2.1
Orthopedic	–	–	–	–	–	–	–	–	–	–	–	–	18.1	16.3	19.3	13.6	13.1	0.9	1.0	0.9
Learning disabled	–	–	–	–	–	–	–	–	–	–	–	–	4.7	4.7	5.6	5.2	6.0	0.7	0.9	1.1
Other	–	–	–	–	–	–	–	–	–	–	–	–	16.7	15.1	14.0	6.5	7.1	1.2	1.3	1.2
Health related	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	12.4	10.7	0.9	1.0	1.2
◊ From 1978 to 1982 only handicapped/disabled students were asked to respond to this item. Beginning in 1983, all students were asked to respond.																				
DOES YOUR HANDICAP REQUIRE ARCHITECTURAL ACCOMMODATIONS (WHEEELCHAIR RAMPS, ELEVATORS, ETC.)?																				
No	–	–	–	–	–	–	–	–	–	–	–	–	98.1	95.1	96.9	98.3	98.1	–	–	–
Yes	–	–	–	–	–	–	–	–	–	–	–	–	1.9	4.9	3.1	1.7	1.9	–	–	–

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEMOGRAPHIC DATA	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
SELF-RATING ABOVE AVERAGE OR TOP 10 PERCENT ON THE FOLLOWING SKILLS AND TRAITS																				
Academic ability	57.4	–	–	–	–	50.6	–	–	53.0	–	51.2	–	–	–	51.5	–	–	–	–	54.9
Athletic ability	35.7	–	–	–	–	36.0	–	–	38.5	–	39.3	–	–	–	40.3	–	–	–	–	–
Artistic ability	18.7	–	–	–	–	17.7	–	–	19.5	–	21.5	–	–	–	22.2	–	–	–	–	22.8
Cheerfulness	54.1	–	–	–	–	51.6	–	–	52.2	–	55.4	–	–	–	57.7	–	–	–	–	–
Defensiveness	27.9	–	–	–	–	26.8	–	–	27.1	–	26.0	–	–	–	27.8	–	–	–	–	–
Drive to achieve	56.8	–	–	–	–	52.4	–	–	59.9	–	61.5	–	–	–	64.4	–	–	–	–	61.6
Leadership ability	38.1	–	–	–	–	34.9	–	–	41.3	–	43.3	–	–	–	46.9	–	–	–	–	50.9
Mathematical ability	35.5	–	–	–	–	32.0	–	–	33.4	–	33.5	–	–	–	35.6	–	–	–	–	36.5
Mechanical ability	24.7	–	–	–	–	22.6	–	–	23.8	–	24.0	–	–	–	25.5	–	–	–	–	–
Originality	37.0	–	–	–	–	34.2	–	–	37.4	–	39.0	–	–	–	43.3	–	–	–	–	–
Physical attractiveness	–	–	–	–	–	–	–	–	26.1	–	27.6	–	–	–	31.4	–	–	–	–	–
Political conservatism	15.3	–	–	–	–	8.6	–	–	10.5	–	12.1	–	–	–	13.3	–	–	–	–	–
Political liberalism	19.1	–	–	–	–	23.0	–	–	20.1	–	18.7	–	–	–	14.6	–	–	–	–	–
Popularity	31.9	–	–	–	–	29.2	–	–	30.2	–	30.8	–	–	–	33.8	–	–	–	–	43.1
Popularity with the opposite sex	28.8	–	–	–	–	27.2	–	–	29.4	–	30.2	–	–	–	34.3	–	–	–	–	–
Public speaking ability	22.4	–	–	–	–	19.4	–	–	20.7	–	21.7	–	–	–	23.8	–	–	–	–	–
Self-confidence (intellectual)	36.0	–	–	–	–	34.8	–	–	40.7	–	42.4	–	–	–	46.2	–	–	–	–	54.3
Self-confidence (social)	29.8	–	–	–	–	27.4	–	–	33.9	–	36.3	–	–	–	40.6	–	–	–	–	47.4
Sensitivity to criticism	27.0	–	–	–	–	25.4	–	–	25.1	–	24.3	–	–	–	24.1	–	–	–	–	–
Stubbornness	36.9	–	–	–	–	36.3	–	–	36.9	–	35.8	–	–	–	37.1	–	–	–	–	–
Understanding of others	60.1	–	–	–	–	62.5	–	–	65.9	–	66.3	–	–	–	70.4	–	–	–	–	–
Writing ability	27.2	–	–	–	–	27.7	–	–	30.5	–	32.6	–	–	–	33.6	–	–	–	–	37.8
Physical health	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	61.6
Emotional health	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	60.3
NUMBER OF PEOPLE CURRENTLY DEPENDENT ON PARENTS FOR SUPPORT (INCLUDING SELF AND PARENTS, IF APPLICABLE)																				
One	–	–	–	–	–	–	–	–	–	–	–	–	5.0	6.2	5.9	5.4	5.8	6.3	6.3	6.9
Two	–	–	–	–	–	–	–	–	–	–	–	–	8.5	10.0	9.9	10.0	10.7	12.1	12.5	13.2
Three	–	–	–	–	–	–	–	–	–	–	–	–	19.2	19.8	20.6	20.6	21.2	23.6	23.6	22.1
Four	–	–	–	–	–	–	–	–	–	–	–	–	25.6	25.2	25.7	26.7	27.4	28.9	29.4	28.3
Five	–	–	–	–	–	–	–	–	–	–	–	–	22.5	21.3	21.3	21.7	20.4	18.5	18.3	18.1
Six or more	–	–	–	–	–	–	–	–	–	–	–	–	19.1	17.6	16.6	15.6	14.5	10.6	10.0	11.5
NUMBER OF DEPENDENTS OTHER THAN STUDENT CURRENTLY ATTENDING COLLEGE																				
None	–	–	–	–	–	–	–	–	–	–	–	–	66.5	66.2	66.3	65.6	65.4	66.5	68.0	68.9
One	–	–	–	–	–	–	–	–	–	–	–	–	24.9	24.5	24.8	24.9	25.0	24.5	23.5	23.4
Two	–	–	–	–	–	–	–	–	–	–	–	–	6.2	6.5	6.5	6.8	6.8	6.4	6.1	5.6
Three or more	–	–	–	–	–	–	–	–	–	–	–	–	2.4	2.8	2.5	2.7	2.9	2.6	2.4	2.1

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

HIGH SCHOOL ACHIEVEMENTS AND EXPERIENCES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
AVERAGE GRADE IN HIGH SCHOOL																				
A or A+	5.7	5.2	4.6	4.3	5.3	5.7	6.7	7.5	7.5	8.0	8.4	8.6	10.5	9.2	9.1	9.2	9.6	9.4	9.3	9.1
A-	9.7	9.2	8.7	8.2	9.2	9.3	10.6	9.8	11.3	10.3	11.3	11.1	12.8	11.5	11.7	11.4	11.4	11.0	10.7	11.6
B+	17.0	16.6	15.9	15.6	17.4	17.4	18.8	20.6	19.1	19.2	20.6	20.3	20.1	19.3	19.2	19.3	19.3	18.6	18.6	19.0
B	22.3	23.1	23.1	23.7	24.3	25.0	25.8	25.6	26.7	26.1	26.6	27.6	26.4	27.0	27.0	26.7	26.5	25.8	25.2	25.5
B-	14.8	15.3	15.5	15.6	16.2	16.4	14.4	15.5	13.6	15.0	13.2	13.6	12.7	13.7	13.3	14.2	13.9	14.2	14.4	13.9
C+	16.1	16.1	16.5	16.9	15.9	15.4	14.3	10.9	12.7	11.7	11.6	11.4	10.5	11.8	11.8	11.8	12.0	12.7	13.0	12.3
C	13.6	13.6	14.9	14.7	11.0	10.1	9.0	9.7	8.7	9.1	7.8	7.0	6.8	7.1	7.5	7.1	7.1	7.8	8.3	8.1
D	0.8	0.8	0.9	0.9	0.7	0.6	0.5	0.4	0.5	0.5	0.4	0.4	0.3	0.4	0.4	0.3	0.4	0.5	0.5	0.5
TYPE OF SECONDARY SCHOOL																				
Public	83.8	–	–	83.6	83.2	–	84.5	–	–	–	–	–	–	85.7	86.2	–	–	84.5	83.6	–
Private: nondenominational †	3.9	–	–	3.9	2.5	–	4.1	–	–	–	–	–	–	3.2	3.2	–	–	4.3	4.4	–
Private: denominational †	12.3	–	–	12.5	14.3	–	11.3	–	–	–	–	–	–	11.1	10.7	–	–	11.2	12.0	–
ACADEMIC RANK IN HIGH SCHOOL																				
Top quarter †	–	–	51.2	50.7	42.2	41.8	43.5	–	–	–	–	–	45.7	–	–	–	–	–	–	–
Second quarter	–	–	27.6	26.6	31.3	31.3	33.5	–	–	–	–	–	34.1	–	–	–	–	–	–	–
Third quarter	–	–	17.2	18.2	22.3	23.0	20.3	–	–	–	–	–	18.1	–	–	–	–	–	–	–
Fourth quarter	–	–	4.0	4.7	4.2	4.0	2.7	–	–	–	–	–	2.1	–	–	–	–	–	–	–
Top 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	38.2	39.0	39.2	39.6	39.4	39.7	41.0
Second 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	23.1	23.0	23.6	23.2	22.8	22.4	22.6
Middle 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	32.3	31.4	30.4	30.6	30.6	30.1	28.9
Fourth 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	5.6	5.7	6.0	5.8	6.2	6.7	6.4
Bottom 20 percent	–	–	–	–	–	–	–	–	–	–	–	–	–	0.9	1.0	0.8	0.9	1.0	1.1	1.1
YEAR GRADUATED FROM HIGH SCHOOL																				
Current year (year of the survey)	–	–	–	–	–	90.4	91.6	93.1	92.3	92.3	92.6	92.6	94.1	92.8	92.1	93.8	94.0	93.3	93.5	93.4
Last year	–	–	–	–	–	–	–	2.9	3.4	3.1	3.1	3.3	2.9	3.3	3.4	2.7	2.8	2.8	2.9	2.6
Two years ago	–	–	–	–	–	–	–	0.7	1.0	0.9	1.0	0.9	0.8	0.9	1.0	0.7	0.8	0.8	0.7	0.7
Three years ago	–	–	–	–	–	–	–	2.0	2.0	2.2	2.0	1.9	1.4	1.8	2.1	1.7	1.5	1.9	1.7	1.9
High school equivalency certificate	–	–	–	–	–	–	–	0.7	0.7	0.8	0.8	0.8	0.5	0.8	0.9	0.7	0.7	1.0	1.0	1.1
Never completed high school	–	–	–	–	–	–	–	0.6	0.7	0.6	0.5	0.4	0.3	0.4	0.5	0.3	0.2	0.2	0.2	0.2
HAVE HAD SPECIAL TUTORING OR REMEDIAL WORK IN																				
English	–	–	–	–	–	–	–	–	–	–	–	–	–	6.3	6.6	5.2	5.3	–	5.6	–
Reading	–	–	–	–	–	–	–	–	–	–	–	–	–	6.4	6.8	5.1	5.1	–	5.4	–
Mathematics	–	–	–	–	–	–	–	–	–	–	–	–	–	7.8	8.3	7.0	7.6	–	9.0	–
Social studies	–	–	–	–	–	–	–	–	–	–	–	–	–	5.2	6.0	3.9	3.9	–	4.0	–
Science	–	–	–	–	–	–	–	–	–	–	–	–	–	4.9	5.7	3.8	3.9	–	4.3	–
Foreign language	–	–	–	–	–	–	–	–	–	–	–	–	–	4.1	4.0	3.1	3.3	–	3.7	–

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

HIGH SCHOOL ACTIVITIES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENTAGE REPORTING THAT DURING THE PAST YEAR THEY																				
Played a musical instrument	51.4	44.6	39.7	39.9	38.5	37.7	–	–	–	–	–	–	43.9	42.0	–	41.8	45.5	43.1	42.5	42.3
Stayed up all night	60.2	63.3	57.3	63.8	61.2	59.9	–	–	–	–	–	–	67.0	67.9	–	71.1	73.4	71.4	73.5	74.3
Participated in organized demonstrations	15.5	16.3	–	–	–	–	–	–	–	–	–	–	16.8	18.1	–	20.1	21.4	20.5	–	–
Did extra, unassigned reading for a course ◊	–	14.4	11.1	13.5	15.6	14.2	–	–	–	–	–	–	–	–	–	–	–	–	12.4	11.4
Attended a religious service	–	–	91.0	89.2	87.6	86.0	–	–	–	–	–	–	85.5	84.7	–	85.9	85.9	85.3	84.4	84.9
Worked in a local, state, or national political campaign †	–	–	12.7	16.4	14.1	13.0	–	–	–	–	–	–	8.9	8.6	–	8.8	8.2	7.5	8.9	–
Voted in a student election ◊	70.7	72.9	76.9	67.3	68.0	64.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Came late to class	49.2	56.9	53.6	58.3	58.6	52.9	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Studied in the library ◊	27.4	*30.3*	33.2	36.1	32.7	31.2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Checked out a book or journal from the school library ◊	51.6	54.4	50.3	47.5	44.3	42.5	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Attended a public recital or concert †	64.2	–	–	–	–	–	–	–	–	–	–	–	81.6	79.0	–	78.3	77.4	74.9	73.2	76.6
Arranged a date for another student	53.8	52.1	49.8	50.7	46.9	42.3	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Won an award in an art contest †	5.4	5.3	5.3	5.4	5.5	5.5	–	–	–	–	–	–	–	–	–	–	–	–	15.0	16.1
Edited school paper, yearbook, magazine †	12.6	11.9	11.2	11.0	11.1	11.5	–	–	–	–	–	–	–	–	–	–	–	–	17.9	17.9
Participated in science contest †	2.9	2.5	2.4	2.4	2.3	1.9	–	–	–	–	–	–	–	–	–	–	–	–	15.2	16.0
Overslept and missed a class or appointment	20.4	21.2	18.8	23.9	23.0	21.0	–	–	–	–	–	–	–	–	–	–	–	24.4	27.2	28.6
Missed school due to illness ◊	–	3.2	2.9	3.6	3.4	3.3	–	–	–	–	–	–	–	–	–	–	–	–	3.9	4.2
Typed a homework assignment ◊	25.0	26.5	20.5	23.6	21.6	22.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Argued with a teacher in class	–	51.8	50.9	53.9	51.5	49.5	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Was a guest in a teacher's home	–	37.3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	32.6
Studied with other students	–	90.7	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	88.2
Smoked cigarettes ◊	16.6	16.5	15.6	15.5	14.8	14.9	–	–	–	–	–	–	13.9	13.3	–	11.9	11.7	10.9	9.5	9.1
Drank beer	53.5	54.7	52.4	56.4	56.6	60.6	–	–	–	–	–	–	73.2	72.5	–	75.2	75.1	72.3	67.8	66.5
Took sleeping pills	–	5.9	5.8	6.5	5.3	4.3	–	–	–	–	–	–	2.9	2.9	–	2.9	2.9	2.7	–	–
Took a tranquilizing pill	–	9.9	8.6	9.5	7.8	6.2	–	–	–	–	–	–	5.1	5.3	–	5.1	4.9	4.4	4.2	–
Took vitamins	–	61.0	59.1	61.3	58.5	58.8	–	–	–	–	–	–	58.8	60.1	–	64.7	66.2	65.7	66.7	–
Tutored another student	–	46.6	46.5	43.5	45.2	42.9	–	–	–	–	–	–	–	–	–	–	–	–	–	42.4
Visited an art gallery or museum	–	71.4	70.9	71.4	68.8	66.2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Played chess	–	41.5	40.8	40.8	38.4	38.4	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed religion ◊	–	33.4	29.3	28.1	26.9	25.8	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed politics ◊	–	24.2	29.9	25.9	26.8	21.1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Discussed sports ◊	–	44.6	43.5	42.9	42.1	41.7	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Performed volunteer work	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	69.8	70.4
Asked a teacher for advice after class ◊	–	26.2	21.5	24.2	22.6	21.8	–	–	–	–	–	–	–	–	–	–	–	–	–	24.1
Had vocational counseling	–	58.8	60.3	57.7	52.9	46.7	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Read poetry not connected with a course	–	–	56.1	57.9	57.2	59.3	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Wore glasses or contact lenses	–	–	–	–	51.7	–	–	–	–	–	–	–	46.3	44.3	–	43.9	43.7	43.6	–	–

◊ frequently only, all others frequently plus occasionally

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

HIGH SCHOOL ACTIVITIES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PAST YEAR ACTIVITIES (continued)																				
Jogged ◊	–	–	–	–	–	–	–	–	–	–	–	–	24.9	26.2	–	23.1	24.8	24.1	22.7	–
Vigorous exercise other than jogging ◊	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	48.5	45.5	–
Wrote a computer program †	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	27.4	37.5	50.6	–
Took a course on TV	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.1	2.9	4.4	–
Took a computer assisted course	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	17.4	25.6	40.1	–
Did not complete homework on time †	–	74.0	61.3	72.7	71.5	66.7	–	–	–	–	–	–	–	–	–	–	–	60.7	67.7	68.6
President of 1 or more student organizations	23.3	22.3	20.3	19.7	19.0	18.4	–	–	–	–	–	–	–	–	–	–	–	–	29.7	26.7
Had a major part in a play	19.5	17.7	16.8	16.0	15.1	14.9	–	–	–	–	–	–	–	–	–	–	–	–	19.3	18.1
Won a varsity letter in a sport †	31.7	32.5	31.5	31.2	30.6	32.8	–	–	–	–	–	–	–	–	–	–	–	–	45.5	45.8
Felt depressed ◊	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	8.2
Felt overwhelmed ◊	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	16.0
Used a personal computer ◊	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	24.9

◊ frequently only, all others frequently plus occasionally.

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

COLLEGE CHOICE, APPLICATION AND MATRICULATION	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
REASONS NOTED AS IMPORTANT IN DECIDING TO GO TO COLLEGE																				
My parents wanted me to go	–	–	–	–	–	22.9	–	–	–	–	29.3	28.8	28.6	29.7	31.5	32.5	33.1	32.0	31.7	¥
To be able to get a better job	–	–	–	–	–	73.8	–	–	–	–	71.0	77.0	75.4	77.7	77.1	76.3	77.9	76.2	75.7	¥
To gain a general education and appreciation of ideas	–	–	–	–	–	59.5	–	–	–	–	64.0	70.9	68.3	68.5	66.7	67.4	66.2	63.9	65.1	61.3
To improve my reading and study skills	–	–	–	–	–	22.2	–	–	–	–	35.1	42.6	37.7	39.1	39.3	39.7	39.5	41.8	41.6	40.5
There was nothing better to do	–	–	–	–	–	2.2	–	–	–	–	2.6	2.4	1.8	2.0	2.1	2.3	2.3	2.4	2.0	2.4
To make me a more cultured person †	–	–	–	–	–	28.9	–	–	–	–	32.8	38.9	34.0	33.9	34.4	33.5	33.8	31.8	33.8	32.6
To be able to make more money †	–	–	–	–	–	49.9	–	–	–	–	53.8	62.1	60.4	63.9	63.4	67.0	69.8	66.7	67.8	69.7
To learn more about things that interest me †	–	–	–	–	–	68.8	–	–	–	–	72.9	79.3	74.0	73.7	74.6	73.3	72.5	71.7	72.3	73.5
To meet new and interesting people	–	–	–	–	–	45.1	–	–	–	–	53.3	59.4	56.6	56.3	56.2	55.4	54.6	54.6	56.1	–
To prepare myself for grad/prof school †	–	–	–	–	–	34.5	–	–	–	–	43.9	45.9	44.2	45.4	46.0	45.4	45.4	47.0	47.9	46.0
Could not get a job	–	–	–	–	–	–	–	–	–	–	5.7	6.1	4.4	5.1	5.8	5.8	7.4	6.2	5.3	¥
To get away from home †	–	–	–	–	–	–	–	–	–	–	9.1	9.1	7.8	7.7	8.9	9.5	10.1	10.3	11.1	¥
IMPORTANT REASONS FOR SELECTING THIS COLLEGE																				
Relatives wanted me to come here †	–	–	–	–	–	7.8	¥	¥	7.6	8.0	6.8	6.4	5.8	5.9	6.4	6.6	6.6	6.3	6.9	6.1
Teacher advised me	–	–	–	–	–	–	–	5.2	5.2	4.8	4.2	4.3	3.9	4.0	4.4	4.1	4.0	4.0	4.3	4.2
College has a good academic reputation †	–	–	–	–	–	36.1	48.4	49.0	50.4	47.5	43.1	48.0	50.7	49.1	50.8	53.0	53.5	52.6	55.7	55.1
Offered financial assistance	–	–	–	–	–	–	17.5	16.8	18.6	16.7	13.6	15.4	14.5	15.9	16.2	15.4	16.7	20.8	20.0	20.2
Not accepted anywhere else	–	–	–	–	–	3.1	3.4	–	–	–	2.9	3.2	2.7	2.9	2.5	2.7	2.7	–	–	–
Advice of someone who attended	–	–	–	–	–	15.7	17.1	18.8	17.8	16.6	14.4	16.2	13.9	14.4	15.1	14.8	14.9	–	–	–
College offers special education programs	–	–	–	–	–	32.6	27.0	29.2	30.4	28.2	25.3	29.1	25.8	26.4	27.3	26.6	25.5	21.9	22.2	22.2
College has low tuition	–	–	–	–	–	18.8	19.6	26.9	27.5	24.7	18.0	19.4	16.8	16.6	17.0	17.7	20.6	21.3	20.8	21.3
Advice of guidance counselor	–	–	–	–	–	7.2	6.9	9.5	9.4	8.4	7.5	8.2	7.6	7.5	8.1	7.6	7.7	8.1	8.1	7.7
Wanted to live at home	–	–	–	–	–	12.2	12.6	13.9	13.2	14.1	11.6	12.0	10.0	11.0	11.1	10.5	11.1	–	–	–
Friend suggested attending	–	–	–	–	–	–	–	–	–	7.1	7.2	8.1	6.6	7.0	7.3	7.2	7.2	6.7	7.0	7.4
College representative recruited me	–	–	–	–	–	–	–	–	–	4.2	3.9	4.5	4.2	4.6	4.9	4.6	4.3	3.0	3.1	3.7
College has a good social reputation	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	20.6	22.2	22.5
Athletic department recruited me	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4.2	4.1	4.5
Graduates go to top grad schools	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	25.8	26.2	25.7
Graduates get good jobs	–	–	–	–	–	–	–	–	–	50.9	–	–	–	–	–	–	–	46.4	46.3	45.7
Wanted to live near home	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	19.7	18.6	17.5
Not offered aid by first choice	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4.0	4.2
Wanted to live away from home	–	–	–	–	–	–	17.9	15.4	13.7	14.0	–	–	–	–	–	–	–	–	–	–

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

COLLEGE CHOICE	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
THIS COLLEGE IS STUDENT'S																				
First choice	–	–	–	–	–	–	–	–	75.6	78.2	76.9	75.2	75.9	75.6	75.8	74.5	73.6	73.7	73.3	72.3
Second choice	–	–	–	–	–	–	–	–	19.0	16.9	17.2	18.7	18.5	18.5	18.4	19.4	19.9	20.2	20.4	20.8
Less than second choice †	–	–	–	–	–	–	–	–	5.5	4.8	5.9	6.1	5.6	5.9	5.8	6.1	6.5	6.1	6.3	6.9
NUMBER OF APPLICATIONS SENT TO OTHER COLLEGES																				
None (applied to only one college)	–	50.1	50.6	51.3	–	–	47.2	47.7	–	46.3	44.2	40.0	37.0	39.5	39.7	38.0	38.6	37.8	34.9	33.7
One (Applied to two colleges)	–	19.7	20.2	20.0	–	–	18.7	19.1	–	20.3	19.2	18.4	18.1	17.7	17.1	18.0	16.7	17.6	17.8	21.0
Two	–	14.2	13.9	13.8	–	–	14.8	14.5	–	14.2	14.9	16.7	17.8	16.7	16.8	17.2	16.7	16.9	17.4	16.8
Three	–	8.5	8.3	7.9	–	–	9.0	8.9	–	9.2	10.9	12.3	13.4	13.0	13.2	13.3	13.6	13.4	14.0	13.6
Four	–	4.1	3.8	3.8	–	–	4.7	4.8	–	4.8	5.3	6.0	6.5	6.0	6.4	6.6	6.8	6.6	7.4	6.9
Five	–	2.0	1.9	1.8	–	–	2.9	2.7	–	2.7	2.8	3.4	3.7	3.6	3.5	3.4	3.7	3.8	4.0	4.0
Six or more	–	1.4	1.4	1.4	–	–	2.6	2.3	–	2.5	2.8	3.1	3.4	3.4	3.4	3.6	3.9	3.9	4.4	4.1
NUMBER OF ACCEPTANCES FROM OTHER COLLEGES																				
None	–	–	–	–	–	–	–	–	–	29.1	27.2	25.1	20.7	22.8	20.2	19.6	*19.0*	18.4	18.2	17.8
One	–	–	–	–	–	–	–	–	–	32.3	30.7	30.5	31.0	30.3	30.3	30.8	*30.6*	30.4	29.9	29.9
Two	–	–	–	–	–	–	–	–	–	20.4	20.9	22.7	23.6	22.9	23.8	24.3	*24.3*	24.2	23.9	23.9
Three	–	–	–	–	–	–	–	–	–	10.6	12.5	12.9	14.5	14.2	15.0	14.8	*15.1*	15.4	15.9	16.1
Four	–	–	–	–	–	–	–	–	–	4.5	5.1	5.2	5.9	5.7	6.2	6.1	*6.3*	6.5	6.8	6.9
Five	–	–	–	–	–	–	–	–	–	1.6	2.0	2.0	2.4	2.3	2.4	2.3	*2.5*	2.7	2.9	2.9
Six or more	–	–	–	–	–	–	–	–	–	1.6	1.8	1.7	2.0	1.9	2.1	2.1	*2.3*	2.4	2.6	2.6

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEGREE, MAJOR & CAREER PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
HIGHEST ACADEMIC DEGREE PLANNED AT ANY COLLEGE																				
None	5.5	4.2	4.1	2.0	2.1	*2.8*	3.4	*3.7*	3.9	3.7	3.2	2.3	2.2	1.8	2.4	2.1	1.9	2.1	1.6	2.1
Vocational certificate	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1.5	1.0	1.2
Associate or equivalent	5.6	7.3	6.7	8.7	7.6	*7.9*	8.1	*8.3*	8.5	7.8	8.1	8.3	7.7	7.3	8.2	8.4	8.3	7.0	6.7	6.2
Bachelor's degree (B.A., B.S., etc.)	38.7	37.4	38.2	38.2	38.3	*37.8*	37.3	*37.1*	36.8	34.7	35.6	35.6	37.2	36.5	37.6	37.8	38.3	36.5	37.6	38.2
Master's degree (M.A., M.S., etc.)	31.7	32.5	32.5	32.9	31.2	*29.3*	27.4	*27.3*	27.1	28.3	28.6	30.1	30.1	32.3	29.7	31.0	30.5	30.4	31.2	31.6
Ph.D. or Ed.D.	9.8	10.4	10.6	10.3	9.7	*9.3*	8.9	*8.7*	8.5	9.1	8.7	9.2	8.9	8.7	7.9	7.9	8.2	8.5	9.2	9.2
M.D., D.D.S., D.V.M., or D.O.	4.9	4.7	4.2	4.1	4.6	*5.9*	7.2	*7.4*	7.5	7.3	7.1	6.2	6.6	6.2	6.4	5.9	6.0	6.3	6.2	6.0
LL.B. or J.D.	¥ |	¥ |	¥ |	¥ |	3.5	*4.0*	4.5	*4.5*	4.4	4.8	4.8	4.8	4.5	4.4	4.3	4.0	4.3	4.1	4.0	3.6
B.D. or M.Div.	0.3	0.3	0.3	0.4	0.4	*0.4*	0.4	*0.4*	0.4	0.6	0.6	0.5	0.4	0.6	0.5	0.5	0.5	0.7	0.6	0.4
Other	2.0	1.8	2.1	2.0	2.6	*2.7*	2.8	*2.9*	2.9	3.8	3.3	3.0	2.4	2.4	2.9	2.3	2.1	2.8	2.0	1.7
HIGHEST DEGREE PLANNED AT THIS COLLEGE (freshman college)																				
None	–	–	–	–	–	–	8.2	7.1	8.1	7.2	6.8	5.2	4.7	4.5	4.7	4.6	4.0	3.8	3.6	3.5
Vocational certificate	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2.2	1.4	1.7
Associate or equivalent	–	–	–	–	–	–	26.4	27.8	30.5	29.0	28.3	28.4	25.9	27.1	26.1	27.7	28.5	23.0	23.3	22.4
Bachelor's degree (B.A., B.S., etc.)	–	–	–	–	–	–	50.2	49.7	46.4	46.9	48.4	49.7	52.6	51.4	51.9	51.2	50.7	52.9	54.5	55.1
Master's degree (M.A., M.S., etc.)	–	–	–	–	–	–	8.2	8.9	8.5	9.0	8.9	9.8	10.3	10.8	10.4	10.6	10.7	10.4	11.1	11.8
Ph.D. or Ed.D.	–	–	–	–	–	–	1.4	1.5	1.3	1.5	1.4	1.5	1.5	1.5	1.4	1.4	1.5	1.7	1.7	1.7
M.D., D.D.S., D.V.M., or D.O.	–	–	–	–	–	–	1.3	1.6	1.5	1.5	1.4	1.4	1.5	1.4	1.6	1.3	1.5	1.6	1.4	1.3
LL.B. or J.D.	–	–	–	–	–	–	0.9	1.0	0.8	1.0	0.9	1.0	1.0	0.9	1.0	0.9	1.0	1.1	0.9	0.8
B.D. or M.Div.	–	–	–	–	–	–	0.1	0.1	0.1	0.4	0.6	0.4	0.3	0.3	0.4	0.3	0.3	0.7	0.4	0.2
Other	–	–	–	–	–	–	3.1	2.3	2.7	3.4	3.3	2.6	2.2	2.0	2.4	1.9	1.7	2.5	1.6	1.6
ANTICIPATED COLLEGE MAJOR (aggregated trends, 1966-1985) ◊																				
English	4.4	4.0	3.7	3.6	3.0	2.2	1.6	1.5	1.3	1.0	1.0	1.0	1.0	0.9	0.9	0.9	0.8	0.9	1.0	1.0
Fine arts (applied and performing)	8.4	8.6	8.6	8.7	9.2	9.0	8.8	6.7	6.8	6.2	6.1	5.7	4.8	5.1	5.0	4.4	4.2	3.9	3.6	3.8
Humanities (other)	4.7	4.6	3.8	3.7	3.5	3.1	3.6	2.8	2.5	2.1	2.2	1.9	2.2	2.2	2.1	2.2	2.1	1.9	1.9	2.1
Biological sciences	3.7	3.7	3.7	3.3	3.5	3.6	3.9	7.0	6.7	6.3	6.2	4.7	4.6	4.0	3.7	3.7	3.7	3.8	4.2	3.4
Business	14.3	16.2	16.4	16.2	16.2	16.4	15.5	17.7	17.9	18.9	20.9	19.1	20.8	21.6	21.3	21.3	21.7	22.1	24.0	24.8
Education	10.6	10.5	11.5	11.1	11.6	9.9	7.3	12.2	10.5	9.9	9.3	8.8	8.0	8.4	7.7	7.1	6.0	6.0	6.5	7.1
Engineering	9.8	9.5	9.8	10.2	8.6	7.2	6.9	6.6	6.6	7.9	8.5	9.3	10.3	10.6	11.8	12.0	12.6	11.7	11.0	10.7
Physical sciences	3.3	3.0	2.7	2.5	2.3	2.0	1.9	2.7	2.6	2.7	2.7	2.3	2.4	2.3	2.0	2.1	1.9	1.8	1.8	1.6
Mathematics or statistics	4.5	4.2	4.0	3.5	3.3	2.7	2.2	1.7	1.4	1.1	1.0	0.8	0.9	0.6	0.6	0.6	0.6	0.8	0.8	0.8
Pre-professional	7.2	6.7	6.3	6.3	7.0	8.5	9.4	–	–	–	–	–	–	–	–	–	–	–	–	–
Health professions (nursing, pre-med, etc.)	5.3	5.2	5.3	5.5	7.4	8.8	10.6	10.4	7.5	7.3	6.9	10.0	9.6	8.9	9.2	9.0	9.2	10.1	10.0	8.9
Social sciences	¥ |	¥ |	¥ |	¥ |	8.9	8.6	7.8	*7.3*	6.8	6.2	5.6	5.4	5.3	5.5	4.7	4.3	3.9	4.2	4.6	5.2
History or political science	6.8	6.7	6.8	6.2	5.4	4.2	3.9	*3.8*	3.7	3.5	3.1	3.0	2.8	2.6	2.6	2.5	2.4	2.4	2.7	3.1
Technical (other)	2.2	2.6	2.8	3.6	3.7	5.1	6.1	5.3	7.7	8.6	7.5	7.2	7.7	7.9	9.8	10.8	12.5	12.8	9.5	7.9
Nontechnical (other)	2.7	2.5	2.3	2.3	2.4	3.1	2.7	5.4	9.7	9.5	10.7	7.8	7.6	7.7	7.4	7.0	7.1	7.2	7.1	8.0
Agriculture (including forestry)	1.9	2.4	2.2	2.1	2.0	3.2	3.2	2.8	3.8	3.9	3.6	3.6	3.2	3.0	2.9	3.5	2.6	1.9	2.0	2.0
Undecided	1.9	1.8	2.0	2.3	2.2	2.3	4.6	4.7	4.5	5.0	4.7	4.7	4.6	4.8	4.7	4.7	4.6	4.9	5.2	5.9

◊ Item format, response options, presentation order, aggregation techniques revised in 1973, 1974, and 1977.

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DEGREE, CAREER, & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
MAJOR FIELD OF STUDY (disaggregated trends, 1977-1985)																				
Arts and Humanities																				
Art, fine and applied	–	–	–	–	–	–	–	–	–	–	–	2.3	2.0	2.3	2.4	2.2	2.1	2.1	1.7	1.8
English, language and literature	–	–	–	–	–	–	–	–	–	–	–	1.0	1.0	0.9	0.9	0.9	0.8	0.9	1.0	1.0
History	–	–	–	–	–	–	–	–	–	–	–	0.7	0.7	0.6	0.6	0.6	0.5	0.5	0.6	0.7
Journalism	–	–	–	–	–	–	–	–	–	–	–	1.3	1.4	1.6	1.5	1.6	1.5	1.4	1.4	1.6
Language (except English)	–	–	–	–	–	–	–	–	–	–	–	0.6	0.5	0.5	0.4	0.5	0.5	0.4	0.5	0.5
Music	–	–	–	–	–	–	–	–	–	–	–	1.6	1.5	1.4	1.3	1.3	1.1	1.0	1.0	1.0
Philosophy	–	–	–	–	–	–	–	–	–	–	–	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Theater or drama	–	–	–	–	–	–	–	–	–	–	–	–	0.8	0.8	0.8	0.7	0.7	0.6	0.6	0.6
Speech or drama	–	–	–	–	–	–	–	–	–	–	–	0.7	–	–	–	–	–	–	–	–
Speech	–	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Theology or religion	–	–	–	–	–	–	–	–	–	–	–	0.4	0.3	0.3	0.2	0.3	0.2	0.2	0.1	0.2
Other arts and humanities	–	–	–	–	–	–	–	–	–	–	–	0.7	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.7
Biological Sciences																				
Biology (general)	–	–	–	–	–	–	–	–	–	–	–	1.9	1.9	1.7	1.6	1.6	1.5	1.7	1.8	1.7
Biochemistry or biophysics	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.4	0.4	0.4	0.5	0.5	0.6	0.5
Botany	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Marine (life) sciences	–	–	–	–	–	–	–	–	–	–	–	0.7	0.6	0.5	0.4	0.4	0.3	0.3	0.4	0.3
Microbiology or bacteriology	–	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.2	0.2	0.3	0.3	0.3	0.2
Zoology	–	–	–	–	–	–	–	–	–	–	–	0.4	0.4	0.4	0.4	0.4	0.4	0.3	0.4	0.3
Other biological sciences	–	–	–	–	–	–	–	–	–	–	–	0.7	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.4
Business																				
Accounting	–	–	–	–	–	–	–	–	–	–	–	6.4	6.7	6.2	6.2	5.8	6.2	6.3	6.4	6.5
Business administration (general)	–	–	–	–	–	–	–	–	–	–	–	6.5	6.9	7.4	7.2	7.4	7.1	7.0	7.4	7.4
Finance	–	–	–	–	–	–	–	–	–	–	–	0.5	0.6	0.7	0.6	0.7	0.9	1.0	1.3	1.6
Marketing	–	–	–	–	–	–	–	–	–	–	–	1.3	1.6	1.9	1.8	1.9	1.9	2.2	2.3	2.6
Management	–	–	–	–	–	–	–	–	–	–	–	3.5	4.0	4.2	4.3	4.2	4.4	4.2	5.1	5.3
Secretarial studies	–	–	–	–	–	–	–	–	–	–	–	3.1	3.1	2.7	2.6	2.4	2.5	2.3	2.4	2.0
Other business	–	–	–	–	–	–	–	–	–	–	–	0.9	1.0	1.2	1.2	1.3	1.2	1.4	1.5	1.4
Education																				
Business education	–	–	–	–	–	–	–	–	–	–	–	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3
Elementary education	–	–	–	–	–	–	–	–	–	–	–	2.6	2.4	2.6	2.6	2.6	2.3	2.4	2.8	3.1
Music or art education	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.4	0.4	0.3	0.3	0.3	0.3	0.3
Physical education or recreation	–	–	–	–	–	–	–	–	–	–	–	2.3	2.0	2.3	1.7	1.5	1.2	1.2	1.2	1.2
Secondary education	–	–	–	–	–	–	–	–	–	–	–	0.8	0.7	0.7	0.7	0.7	0.6	0.8	0.9	1.1
Special education	–	–	–	–	–	–	–	–	–	–	–	1.8	1.7	1.8	1.7	1.4	1.0	0.9	0.8	0.7
Other education	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.4	0.4	0.4	0.4	0.2	0.3	0.4

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEGREE, CAREER, & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Engineering																				
Aeronautical or astronautical	–	–	–	–	–	–	–	–	–	–	–	0.8	0.9	1.0	1.1	1.2	1.2	1.2	1.3	1.3
Civil	–	–	–	–	–	–	–	–	–	–	–	1.1	1.2	1.2	1.2	1.1	0.9	0.8	0.9	0.9
Chemical	–	–	–	–	–	–	–	–	–	–	–	0.7	0.9	1.0	1.1	1.2	1.2	0.9	0.7	0.7
Electrical or electronic	–	–	–	–	–	–	–	–	–	–	–	3.1	3.1	3.2	3.8	3.6	4.0	4.3	4.1	3.9
Industrial	–	–	–	–	–	–	–	–	–	–	–	0.4	0.5	0.5	0.5	0.5	0.5	0.5	0.4	0.4
Mechanical	–	–	–	–	–	–	–	–	–	–	–	1.8	2.0	2.0	2.3	2.4	2.5	2.2	2.1	2.1
Other engineering	–	–	–	–	–	–	–	–	–	–	–	1.4	1.7	1.7	1.8	2.0	2.3	1.8	1.5	1.4
Physical Sciences																				
Astronomy	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Atmospheric sciences	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Chemistry	–	–	–	–	–	–	–	–	–	–	–	0.9	0.9	0.9	0.8	0.8	0.8	0.8	0.8	0.7
Earth science	–	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.2	0.1
Marine sciences	–	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.2	0.2	0.1	0.1	0.1	0.1
Mathematics	–	–	–	–	–	–	–	–	–	–	–	0.8	0.9	0.6	0.6	0.6	0.6	0.8	0.8	0.8
Physics	–	–	–	–	–	–	–	–	–	–	–	0.4	0.5	0.4	0.4	0.4	0.3	0.4	0.4	0.4
Statistics	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other physical sciences	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.1
Professional																				
Architecture or urban planning	–	–	–	–	–	–	–	–	–	–	–	1.1	1.1	1.2	1.2	0.8	0.9	0.7	0.8	0.9
Home economics	–	–	–	–	–	–	–	–	–	–	–	1.0	0.7	0.8	0.6	0.5	0.4	0.5	0.5	0.5
Health technology	–	–	–	–	–	–	–	–	–	–	–	2.4	2.4	2.2	2.1	1.6	1.5	1.8	1.4	1.3
Library or archival sciences	–	–	–	–	–	–	–	–	–	–	–	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	–	–	–	–	–	–	–	–	–	–	–	4.4	4.1	3.6	3.8	3.8	4.0	4.4	4.1	3.3
Pharmacy	–	–	–	–	–	–	–	–	–	–	–	0.7	0.6	0.5	0.4	0.4	0.4	0.5	0.6	0.6
Predentistry, premedicine, prevet	–	–	–	–	–	–	–	–	–	–	–	3.3	3.4	3.2	3.4	3.0	3.1	3.2	3.2	3.1
Therapy (physical, occupational, etc.)	–	–	–	–	–	–	–	–	–	–	–	1.6	1.5	1.6	1.6	1.8	1.7	2.0	2.1	1.9
Other professional	–	–	–	–	–	–	–	–	–	–	–	1.6	1.5	1.6	1.5	1.4	1.3	1.3	1.4	1.3
Social Sciences																				
Anthropology	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Economics	–	–	–	–	–	–	–	–	–	–	–	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Geography	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Political science	–	–	–	–	–	–	–	–	–	–	–	2.3	2.1	2.0	2.0	1.9	1.9	1.9	2.1	2.4
Psychology	–	–	–	–	–	–	–	–	–	–	–	2.3	2.3	2.6	2.2	2.2	2.1	2.3	2.7	3.2
Social work	–	–	–	–	–	–	–	–	–	–	–	1.8	1.7	1.6	1.4	1.1	0.9	0.9	0.9	1.0
Sociology	–	–	–	–	–	–	–	–	–	–	–	0.6	0.5	0.5	0.4	0.3	0.2	0.3	0.3	0.3
Other social sciences	–	–	–	–	–	–	–	–	–	–	–	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.2	0.2
Ethnic studies	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0
Women's studies	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0
Technical Fields																				
Building trades											–	0.5	0.6	0.4	0.5	0.3	0.3	0.3	0.3	0.4
Data processing or computer programming	–	–	–	–	–	–	–	–	–	–	–	1.5	1.6	1.8	2.4	3.0	4.0	3.8	2.4	2.1
Drafting or design	–	–	–	–	–	–	–	–	–	–	–	0.5	0.6	0.6	0.7	0.7	0.6	0.7	0.6	0.6
Electronics	–	–	–	–	–	–	–	–	–	–	–	0.9	0.8	0.7	1.0	0.8	0.9	0.7	0.6	0.5
Mechanics	–	–	–	–	–	–	–	–	–	–	–	0.4	0.4	0.4	0.6	0.6	0.5	0.6	0.4	0.5
Other technical	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.4	0.5	0.6	0.6	0.7	0.7	0.6

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEGREE, CAREER, & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Other Majors																				
Agriculture	–	–	–	–	–	–	–	–	–	–	–	2.3	2.3	2.1	2.2	2.6	1.9	1.3	1.6	1.4
Communications (radio, T.V.)	–	–	–	–	–	–	–	–	–	–	–	1.4	1.5	1.8	1.9	2.1	2.1	2.1	2.0	2.5
Computer science	–	–	–	–	–	–	–	–	–	–	–	1.0	1.4	1.8	2.5	3.5	4.4	4.5	3.4	2.3
Forestry	–	–	–	–	–	–	–	–	–	–	–	1.3	0.9	0.9	0.7	0.9	0.7	0.6	0.4	0.6
Law enforcement	–	–	–	–	–	–	–	–	–	–	–	2.0	1.8	1.5	1.4	1.1	1.5	1.6	1.5	1.7
Military science	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Other fields	–	–	–	–	–	–	–	–	–	–	–	1.2	1.0	1.4	1.1	1.3	1.2	1.2	1.4	1.6
Undecided	–	–	–	–	–	–	–	–	–	–	–	4.7	4.6	4.8	4.7	4.7	4.6	4.9	5.2	5.9
CAREER PLANS ◊																				
Accountant or actuary	–	–	–	–	–	–	–	–	–	–	–	6.2	6.3	5.7	5.8	5.5	5.8	5.9	6.0	6.3
Actor or entertainer	–	–	–	–	–	–	–	–	–	–	–	0.9	0.9	1.0	0.9	0.9	0.9	0.8	0.8	1.0
Architect or urban planner	–	–	–	–	–	–	–	–	–	–	–	1.5	1.5	1.7	1.7	1.3	1.4	1.2	1.3	1.4
Artist	–	–	–	–	–	–	–	–	–	–	–	1.9	1.6	1.7	1.9	1.8	1.7	1.7	1.5	1.5
Artist (including performer)	6.6	5.8	5.8	5.7	6.2	6.0	6.5	3.6	5.7	5.2	6.8	–	–	–	–	–	–	–	–	–
Business, clerical	–	–	–	–	–	–	–	–	–	–	–	2.6	2.5	2.3	2.2	2.1	1.9	2.0	2.0	1.8
Business executive	–	–	–	–	–	–	–	–	–	–	–	8.4	9.3	9.8	10.1	10.2	10.5	10.6	11.9	12.7
Business owner	–	–	–	–	–	–	–	–	–	–	–	2.4	2.5	2.8	2.6	2.8	2.7	2.7	3.0	3.3
Business, sales	–	–	–	–	–	–	–	–	–	–	–	1.1	1.2	1.4	1.2	1.1	1.2	1.2	1.3	1.6
Business Δ	11.6	11.2	11.3	11.1	11.4	10.7	10.5	*11.9*	13.2	13.8	16.4	–	–	–	–	–	–	–	–	–
Clergy or other religious worker	1.0	1.2	0.7	0.9	0.8	0.6	0.6	0.8	0.9	0.7	0.6	0.5	0.5	0.4	0.4	0.5	0.3	0.3	0.3	0.3
College teacher	1.8	1.2	1.1	1.1	1.0	0.7	0.6	1.0	0.7	0.6	0.4	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.3	0.3
Clinical psychologist	–	–	–	–	–	–	–	–	–	–	–	1.0	1.0	1.1	0.9	0.9	0.9	0.9	1.2	1.3
Computer programmer	–	–	–	–	–	–	–	–	–	–	–	2.8	3.5	4.0	5.3	6.9	8.8	8.5	6.1	4.4
Conservationist or forester	–	–	–	–	–	–	–	–	–	–	–	2.0	1.4	1.2	1.0	1.3	0.9	0.7	0.6	0.8
Dentist (including orthodontist)	–	–	–	–	–	–	–	–	–	–	–	0.9	1.0	0.9	0.9	0.7	0.7	0.7	0.6	0.6
Dietitian or home economist	–	–	–	–	–	–	–	0.9	–	–	–	0.6	0.5	0.4	0.4	0.4	0.3	0.3	0.3	0.2
Engineer	8.9	8.4	8.3	8.3	7.5	5.3	5.3	5.3	4.7	5.9	7.8	8.3	9.1	9.3	10.7	10.9	12.0	10.8	10.4	10.0
Farmer, rancher, or forester †	1.8	1.9	1.7	1.8	1.8	2.9	2.9	3.1	3.8	3.7	3.0	1.2	1.1	1.2	1.2	1.5	1.2	0.8	0.9	0.7
Foreign service worker	–	–	–	–	–	–	–	–	–	–	–	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.7	0.9
Homemaker	–	–	–	–	–	–	–	0.4	–	–	–	0.2	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.1
Interior decorator	–	–	–	–	–	–	–	–	–	–	–	0.6	0.5	0.6	0.5	0.5	0.5	0.4	0.5	0.6
Interpreter (translator)	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Laboratory technician or hygienist	–	–	–	–	–	–	–	–	–	–	–	2.1	1.9	1.7	1.5	1.2	1.3	1.3	1.0	0.8
Law enforcement officer	–	–	–	–	–	–	–	–	–	–	–	1.7	1.5	1.2	1.2	0.9	1.2	1.2	1.1	1.3
Lawyer (or judge)	3.9	3.5	3.4	3.5	3.8	4.3	4.7	4.7	3.9	4.0	4.3	4.4	4.3	4.2	4.1	3.9	4.3	3.9	4.1	3.9
Military service (career)	–	–	–	–	–	–	–	–	–	–	–	1.0	1.1	1.1	0.9	1.0	0.9	1.1	1.2	1.1
Musician (performer, composer)	–	–	–	–	–	–	–	–	–	–	–	1.5	1.4	1.3	1.2	1.2	1.1	1.1	0.9	1.1
Nurse	2.5	2.5	2.7	2.7	4.0	4.1	4.7	4.5	5.1	4.8	4.6	4.5	4.1	3.7	3.8	3.9	4.0	4.4	4.0	3.3
Optometrist	–	–	–	–	–	–	–	–	–	–	–	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.2
Pharmacist	–	–	–	–	–	–	–	–	–	–	–	0.8	0.6	0.6	0.5	0.4	0.4	0.6	0.7	0.7

◊ item format, response options, presentation order, aggregation techniques revised in 1973, 1974, and 1977.

Δ includes career choices of accountant, business executive, business owner, and business sales.

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

DEGREE, CAREER, & MAJOR PLANS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
INTENDED CAREER (continued)																				
Physician	–	–	–	–	–	–	–	–	–	–	–	3.2	3.5	3.4	3.5	3.4	3.6	3.9	4.0	3.8
Doctor (M.D. or D.D.S.)	4.8	4.2	3.7	3.4	3.9	4.4	5.5	5.9	5.3	5.1	4.8	–	–	–	–	–	–	–	–	–
Health professional (non M.D.)	4.7	4.3	4.1	4.2	4.5	6.1	7.3	8.4	8.9	8.8	7.3	–	–	–	–	–	–	–	–	–
School counselor	–	–	–	–	–	–	–	–	–	–	–	0.3	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.2
School principal, superintendent	–	–	–	–	–	–	–	–	–	–	–	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Research scientist	3.5	2.9	2.9	2.5	2.6	2.5	2.3	3.1	2.1	2.0	2.4	2.2	2.2	1.8	1.7	1.6	1.5	1.5	1.5	1.4
Social or welfare worker	–	–	–	–	–	–	–	2.6	–	–	–	2.7	2.3	2.3	1.9	1.5	1.1	1.3	1.3	1.3
Statistician	–	–	–	–	–	–	–	–	–	–	–	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Therapist	–	–	–	–	–	–	–	–	–	–	–	2.1	2.0	2.1	2.0	2.1	2.0	2.3	2.4	2.2
Elementary teacher	7.6	8.3	9.1	9.0	8.0	6.8	5.6	4.2	3.5	3.0	4.3	4.0	3.7	3.8	3.8	3.5	3.0	3.1	3.4	3.8
Secondary teacher	14.1	14.1	14.4	13.1	11.3	8.6	6.5	4.6	4.2	3.5	3.7	2.9	2.5	2.6	2.2	2.0	1.7	2.0	2.1	2.4
Veterinarian	–	–	–	–	–	–	–	–	–	–	–	1.4	1.3	1.2	1.2	1.2	1.2	1.0	1.1	1.1
Writer or journalist	–	–	–	–	–	–	–	–	–	–	–	1.9	1.9	2.2	2.0	2.2	2.1	2.0	2.0	2.2
Skilled worker	–	–	–	–	–	–	–	3.0	–	–	–	1.9	1.7	1.5	1.8	1.7	1.6	1.5	1.3	1.6
Other	22.8	20.5	19.8	21.5	21.5	23.8	23.0	7.4	25.7	25.2	23.3	7.2	7.0	7.6	7.0	7.2	6.6	6.4	6.5	6.9
Undecided	¥	10.1	11.1	11.3	11.6	13.2	13.9	11.2	12.4	13.7	10.3	9.7	10.6	10.4	10.1	10.1	9.5	10.1	10.9	10.7

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

COLLEGE EXPERIENCES AND EXPECTATIONS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
DISTANCE FROM PARENTS' HOME TO COLLEGE																				
10 miles or less	–	–	–	26.5	27.2	23.2	26.4	28.2	–	26.5	29.6	26.5	22.0	25.1	23.8	19.6	20.5	21.2	19.4	18.8
11-50 miles	–	–	–	24.4	24.9	26.8	24.9	24.8	–	25.6	26.0	26.5	26.5	25.1	26.5	25.1	25.6	28.9	28.5	27.1
51-100 miles	–	–	–	13.1	12.7	14.6	13.8	12.8	–	13.4	13.0	14.4	15.0	15.0	15.3	16.6	16.3	15.9	15.9	17.1
101-500 miles	–	–	–	26.3	26.6	27.7	26.0	25.9	–	26.2	23.9	25.3	28.1	27.1	26.5	30.8	29.6	25.7	27.7	28.5
More than 500 miles	–	–	–	9.6	8.6	7.7	8.8	8.3	–	8.2	7.5	7.3	8.3	7.8	7.9	7.9	7.9	8.3	8.4	8.6
PLANNED RESIDENCE FOR THE FALL (freshman year)																				
With parents or relatives	–	–	–	–	–	–	–	42.2	42.2	39.2	43.7	41.8	35.7	37.4	35.9	30.3	33.1	35.9	33.1	30.7
Other private home, apartment or room	–	–	–	–	–	–	–	5.2	6.0	6.8	6.8	6.7	5.5	7.3	7.3	5.9	5.8	6.6	5.2	6.2
College dormitory	–	–	–	–	–	–	–	49.9	49.4	50.9	46.7	48.7	56.0	52.4	53.3	60.6	58.2	54.5	59.1	59.8
Fraternity or sorority house	–	–	–	–	–	–	–	0.5	0.7	0.5	0.5	0.5	0.5	0.6	0.6	0.7	0.5	0.5	0.4	0.5
Other campus student housing	–	–	–	–	–	–	–	1.2	0.9	1.6	1.4	1.5	1.5	1.5	1.9	1.7	1.4	1.7	1.5	2.1
Other type of housing	–	–	–	–	–	–	–	1.0	0.8	1.0	0.9	0.8	0.8	0.8	0.9	0.8	0.9	0.7	0.7	0.8
PREFERRED RESIDENCE FOR THE FALL (freshman year)																				
With parents or relatives	–	–	–	–	–	–	–	–	22.5	21.8	22.3	21.7	18.9	20.6	20.4	18.5	19.4	19.6	18.7	17.1
Other private home, apartment or room	–	–	–	–	–	–	–	–	28.1	26.5	29.3	26.3	24.6	24.4	23.7	24.7	25.8	27.3	26.8	27.6
College dormitory	–	–	–	–	–	–	–	–	39.9	41.3	37.7	41.8	45.9	44.0	45.1	45.8	43.8	41.1	42.0	42.0
Fraternity or sorority house	–	–	–	–	–	–	–	–	3.8	3.3	3.6	3.8	4.4	4.3	4.6	4.9	5.0	5.0	5.8	6.2
Other campus student housing	–	–	–	–	–	–	–	–	3.2	4.0	3.9	3.9	3.9	3.8	3.9	4.0	3.8	4.6	4.9	4.8
Other type of housing	–	–	–	–	–	–	–	–	2.6	3.2	3.1	2.5	2.3	2.9	2.3	2.3	2.2	2.3	1.9	2.3
ANTICIPATE NEED FOR SPECIAL TUTORING OR REMEDIAL HELP IN †																				
English	–	–	–	–	–	–	–	–	–	–	–	12.9	14.0	11.8	11.9	11.6	11.3	–	12.1	–
Reading	–	–	–	–	–	–	–	–	–	–	–	7.3	8.1	5.2	5.2	4.7	4.4	–	4.8	–
Mathematics	–	–	–	–	–	–	–	–	–	–	–	25.6	24.9	21.9	21.1	21.4	22.1	–	24.6	–
Social studies	–	–	–	–	–	–	–	–	–	–	–	2.5	4.0	2.7	2.9	2.6	2.6	–	2.9	–
Science	–	–	–	–	–	–	–	–	–	–	–	10.1	12.9	9.3	9.5	9.0	9.3	–	10.3	–
Foreign language	–	–	–	–	–	–	–	–	–	–	–	11.6	14.2	8.7	8.7	7.6	7.5	–	8.7	–

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

COLLEGE EXPECTATIONS	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL																				
Be satisfied with this college †	–	–	–	–	64.7	–	59.4	54.1	52.7	53.2	50.8	54.0	55.5	54.3	54.0	55.8	55.4	54.7	55.2	53.6
Make at least a B average	–	–	–	–	–	–	32.7	34.8	37.2	38.6	40.6	40.4	41.4	40.8	41.3	40.6	41.3	40.7	40.6	40.0
Graduate with honors	–	3.7	3.7	4.1	4.8	–	7.8	9.4	9.7	10.3	11.0	11.4	11.4	11.5	12.1	11.2	11.8	12.0	11.8	12.1
Be elected to an academic honor society	–	2.9	2.6	2.3	2.5	–	4.5	4.9	5.2	5.4	6.5	6.9	7.4	7.3	7.7	7.4	6.7	6.9	7.1	7.3
Get a bachelor's degree (B.A., B.S., etc)	–	–	–	–	–	–	60.3	61.7	58.7	62.3	61.7	62.6	64.7	64.1	63.5	64.8	65.0	64.9	67.3	66.9
Be elected to a student office	–	2.3	2.1	1.9	1.8	–	1.9	2.0	1.9	2.0	2.2	2.5	2.5	2.7	2.9	2.8	2.8	2.8	3.1	3.4
Join social fraternity, sorority or club	–	30.8	26.7	22.6	20.4	–	17.3	14.8	13.0	14.5	15.3	17.3	17.9	17.2	16.9	18.1	16.1	16.2	16.6	17.9
Change major field	–	16.6	14.5	16.3	15.9	–	16.5	14.6	12.2	12.3	11.4	12.2	12.2	12.3	11.8	12.1	11.9	12.0	12.7	13.1
Change career choice	–	17.6	15.4	17.1	16.2	–	17.0	14.0	11.8	12.2	11.2	11.8	11.9	11.8	11.5	11.5	11.0	11.2	11.8	12.3
Need extra time to complete degree †	–	–	–	–	–	–	4.8	5.0	4.6	4.9	4.7	4.9	4.6	5.1	5.2	5.6	5.2	5.2	5.4	6.3
Fail one or more courses	–	2.9	1.9	2.4	3.2	–	2.6	2.4	2.0	2.1	1.8	1.9	1.6	1.8	1.7	1.7	1.4	1.3	1.3	1.4
Get tutoring help in specific courses †	–	–	–	–	–	–	–	–	–	6.8	7.8	8.8	9.2	9.1	9.4	9.8	9.4	9.3	10.5	11.2
Live in a coeducational dorm	–	–	–	–	–	–	–	18.5	17.6	18.9	20.0	22.5	25.6	25.3	25.6	28.8	28.2	26.1	28.6	28.4
Seek vocational counseling	–	–	–	–	–	–	13.0	10.7	9.5	8.7	7.2	7.1	6.9	6.7	6.0	6.1	5.6	5.9	5.4	6.0
Seek personal counseling	–	–	–	–	–	–	6.2	5.7	5.1	5.3	4.0	4.3	4.3	4.5	4.2	4.1	3.6	3.8	3.5	4.0
Get a job to help pay for college expenses	–	–	–	–	–	–	–	–	–	–	40.4	42.7	41.1	40.5	40.0	40.7	39.1	36.6	37.5	37.5
Have to work at an outside job	–	–	–	–	–	–	34.7	33.6	32.7	31.0	25.8	26.4	23.4	23.6	23.5	23.4	21.3	20.9	20.2	21.1
Work full-time while attending college	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3.2	3.3	3.5	3.5
Participate in student protests or demonstrations		4.7	4.1	–	–	–	–	–	–	–	–	–	3.1	3.8	4.5	3.7	4.1	3.5	3.9	4.6
Transfer to another college †	–	13.0	12.2	12.7	12.4	–	13.0	13.3	13.9	13.2	13.3	11.9	10.9	12.0	10.7	11.1	10.5	10.4	10.6	10.7
Drop out of this college temporarily (excluding transferring)	–	1.1	0.9	1.1	1.3	–	1.8	1.9	1.7	1.7	1.5	1.5	1.2	1.3	1.2	1.3	1.1	1.1	1.1	1.2
Drop out permanently	–	0.6	0.5	0.5	0.7	–	1.1	1.1	1.0	1.0	1.0	0.9	0.8	1.1	0.9	1.0	0.8	0.9	0.8	0.8
Get married while in college	–	7.6	6.6	8.2	7.7	–	7.6	6.7	6.2	6.1	5.5	5.1	4.8	5.1	5.1	5.1	4.8	4.5	4.5	4.6
Get married within a year after college	–	22.9	19.2	20.8	19.2	–	16.9	17.8	17.2	16.6	16.0	15.2	15.2	15.6	16.6	17.2	16.6	15.6	15.7	15.8
Enlist in the Armed Services before graduating†	–	–	–	1.1	1.6	–	2.5	1.7	1.6	–	–	–	–	–	–	–	–	–	–	–
Be more successful after graduating than most students attending this college	–	–	–	10.9	11.0	–	17.4	19.2	18.3	–	–	–	–	–	–	–	–	–	–	–
Play varsity athletics †	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	14.6	15.2	15.3
Find a job after college graduation in the field for which you were trained	–	–	–	–	–	–	52.4	57.1	55.3	59.3	59.8	66.1	67.4	68.3	69.6	70.8	69.6	68.8	71.0	69.6

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PRESENT POLITICAL VIEWS																				
Far left	--	--	--	--	3.1	2.8	2.4	2.2	2.2	2.1	2.2	1.9	1.8	2.0	2.1	1.6	1.8	1.9	2.0	1.8
Liberal	--	--	--	--	33.5	35.3	32.8	32.6	28.0	28.8	25.6	25.1	23.6	22.5	19.6	18.1	18.9	19.2	20.1	20.6
Middle of the road	--	--	--	--	45.4	46.8	48.3	50.7	55.1	53.8	56.0	56.6	57.8	57.9	60.0	59.6	59.8	60.3	57.4	56.7
Conservative	--	--	--	--	17.1	14.5	15.8	13.9	13.9	14.5	15.2	15.6	16.1	16.6	17.1	19.6	18.4	17.5	19.3	19.5
Far right	--	--	--	--	1.0	0.7	0.8	0.6	0.8	0.7	1.0	0.8	0.8	0.9	1.2	1.1	1.0	1.2	1.2	1.4
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT																				
Become accomplished in one of the performing arts (acting, dancing, etc) †	10.8	11.3	8.8	11.3	12.8	11.9	11.8	*11.6*	11.4	11.7	11.6	13.4	12.8	12.3	12.0	11.5	11.7	11.8	11.0	10.8
Become an authority in my field	66.0	67.8	58.3	59.1	66.8	60.0	60.6	62.5	62.2	69.7	70.1	74.8	72.6	72.8	73.1	72.9	73.5	72.5	73.0	71.2
Obtain recognition from colleagues for contributions to my special field †	42.6	41.2	36.9	41.0	39.9	37.3	36.9	–	39.0	43.2	45.9	48.4	50.3	52.2	54.4	54.6	55.3	55.2	55.3	55.2
Become an expert in finance and commerce	13.5	11.5	10.2	16.6	15.8	13.5	16.2	–	–	–	–	–	–	–	–	–	–	–	–	25.9
Have administrative responsibility for the work of others †	26.6	24.9	22.5	24.0	21.7	19.7	24.1	27.2	25.6	30.6	31.9	34.4	35.6	36.9	38.7	39.7	40.5	40.6	42.0	42.8
Be very well-off financially	43.8	43.5	40.8	44.5	39.1	40.1	41.2	*43.5*	45.8	49.5	53.1	58.2	59.7	62.7	63.3	65.2	68.9	69.3	71.2	70.9
Help others who are in difficulty	68.5	61.8	58.9	65.5	64.9	62.7	66.7	64.3	61.3	66.0	63.1	65.1	65.5	63.7	64.7	62.9	61.6	61.7	61.9	63.4
Participate in an organization like the Peace Corps or Vista †	21.0	18.9	18.4	–	19.6	16.2	15.8	–	–	–	–	–	–	–	–	–	–	–	–	–
Become a community leader	26.1	23.8	21.0	17.6	15.2	13.3	14.9	–	–	–	–	–	–	–	–	–	–	–	–	–
Make a theoretical contribution to science †	13.3	11.5	10.5	10.3	10.2	9.0	10.6	–	13.0	13.5	14.0	14.1	14.5	14.3	14.9	14.4	14.2	14.5	13.6	13.4
Write original works (poems, novels, etc)	14.2	13.8	12.8	13.7	14.0	13.2	13.9	–	11.9	12.1	12.6	13.8	12.7	12.4	12.5	11.8	11.6	11.2	11.0	11.7
Never be obligated to people	28.3	24.8	23.5	24.5	22.7	21.3	23.1	–	–	–	–	–	–	–	–	–	–	–	–	–
Create artistic work (painting, sculpture, decorating, etc.)	15.1	15.5	13.5	15.6	16.2	15.4	17.5	–	13.9	14.2	14.3	15.7	14.1	14.1	14.4	13.0	12.4	12.0	11.3	11.5
Help promote racial understanding	--	–	–	–	–	–	–	–	–	–	–	35.8	33.8	32.1	33.1	31.0	30.7	30.3	31.6	32.0
Keep up to date with political affairs	57.8	50.6	51.7	51.4	52.8	42.8	48.7	42.4	36.6	38.6	37.4	39.9	36.6	38.1	40.0	39.2	38.2	35.1	38.0	–
Be successful in my own business †	53.0	46.4	45.0	45.8	43.9	41.9	44.7	41.9	37.9	43.6	45.0	47.1	47.9	49.0	49.3	49.4	49.7	49.6	51.6	51.8
Develop a meaningful philosophy of life	--	82.9	82.5	81.7	75.6	68.1	70.8	69.0	61.1	64.2	60.8	59.0	56.5	52.9	50.4	49.0	46.7	44.1	44.6	43.3
Influence the political structure	--	--	--	16.3	18.3	14.1	15.7	14.6	12.5	14.4	15.2	15.7	14.6	15.4	16.2	15.0	14.8	13.9	15.0	15.6
Influence social values	--	--	--	33.9	34.0	28.0	30.4	31.1	27.2	30.0	29.7	30.8	31.1	31.9	32.2	31.6	31.1	30.7	32.1	32.9
Raise a family	--	--	--	71.4	67.5	60.2	64.8	56.4	55.0	56.6	57.2	58.8	61.8	64.9	63.1	66.5	67.1	66.1	68.5	69.8
Participate in a community action program	--	--	--	–	29.4	25.9	29.1	–	27.5	30.4	28.8	29.4	26.7	26.0	27.4	24.1	22.8	22.1	22.2	22.8
Become involved in programs to clean up the environment	--	--	--	–	–	42.9	44.6	34.3	25.9	28.8	27.7	29.4	27.5	26.0	26.7	24.8	22.9	21.2	20.5	20.3

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENT INDICATING STRONGLY AGREE OR AGREE SOMEWHAT																				
The activities of married women are best confined to the home and family	–	56.6	–	–	47.8	42.2	37.0	30.4	29.8	28.3	28.4	27.7	27.3	28.2	26.6	26.9	25.5	24.5	22.4	22.4
Parents should be discouraged from having large families	–	42.2	–	–	–	68.5	67.4	65.4	59.8	57.4	55.1	52.5	47.8	46.0	44.8	42.0	37.3	36.0	–	–
Colleges would be improved if organized sports were de-emphasized	–	20.8	–	–	–	26.0	25.8	24.8	28.5	27.3	26.8	26.3	26.6	–	–	–	–	–	–	–
Scientists should publish their findings regardless of the possible consequences	–	43.7	54.2	55.2	61.2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Realistically, an individual can do little to bring about changes in our society †	–	32.9	32.1	36.1	39.0	42.9	43.1	41.1	43.7	47.9	44.3	44.4	–	–	–	–	–	–	–	37.2
Chief benefit of a college education is that it increases one's earning power		56.0	57.8	53.6	66.7	59.2	59.7	55.8	–	–	–	–	–	–	–	–	–	–	–	71.8
Faculty promotions should be based in part on student evaluations	–	62.2	63.2	67.5	71.3	76.0	76.3	74.8	73.7	72.6	71.4	72.1	72.3	70.6	71.1	70.2	70.0	69.6	70.0	70.7
Student publications should be cleared by college officials	–	52.2	56.4	52.0	42.8	32.5	32.5	30.8	32.7	33.5	34.0	36.3	35.9	40.3	41.2	41.5	40.6	41.0	–	–
College officials have the right to ban persons with extreme views from speaking on campus	–	39.5	31.7	32.2	33.2	27.8	25.5	23.1	22.6	24.3	25.2	25.2	25.1	25.7	26.1	26.4	24.5	25.5	21.6	25.3
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	–	43.3	41.6	41.4	44.0	40.1	40.9	38.8	38.4	37.4	37.0	37.4	35.5	38.2	37.9	37.2	35.5	36.6	37.3	–
Most college officials have been too lax dealing with student protests on campus	–	47.8	54.5	60.3	58.5	46.5	42.6	36.8	35.0	–	–	–	–	–	–	–	–	–	–	–
College officials have the right to regulate student behavior off campus	–	–	23.3	19.9	17.0	13.8	12.8	11.4	13.7	14.2	14.0	14.0	14.5	15.3	15.2	14.9	14.5	15.3	15.0	14.3
Marijuana should be legalized †	–	–	19.4	25.6	38.4	38.7	46.6	48.2	46.7	47.2	48.9	52.9	49.5	46.0	39.3	34.0	29.4	25.7	22.9	21.8
Divorce laws should be liberalized †	–	–	–	41.6	51.5	–	–	–	–	–	–	–	48.6	48.7	46.3	44.2	44.6	44.7	–	–
Abortion should be legal †	–	–	–	–	–	–	–	–	–	–	–	55.7	56.7	53.3	53.6	53.9	54.8	54.8	53.8	54.9
Grading in the high schools is too easy	–	–	–	–	–	–	–	–	–	–	57.7	61.0	63.7	60.0	59.7	57.6	54.5	58.2	54.1	50.1
There is too much concern in the courts for the rights of criminals	–	–	–	54.3	51.6	48.1	50.3	50.1	51.5	53.5	59.7	64.3	65.4	62.4	65.9	69.1	69.8	68.8	–	–
Capital punishment should be abolished †	–	–	–	53.9	56.3	57.6	–	–	–	–	–	–	32.6	34.5	34.5	30.1	28.4	28.9	26.0	26.6
Women should receive the same salary and opportunities for advancement as men in comparable positions	–	–	–	–	81.3	87.8	91.3	91.9	91.5	92.2	92.0	92.3	92.7	92.4	93.3	92.7	92.5	92.5	92.4	91.4
The Federal government is not doing enough to control environmental pollution	–	–	–	–	–	90.5	89.6	88.1	82.6	81.1	82.4	81.2	81.5	80.8	79.8	77.6	78.6	80.0	77.7	78.0
The Federal government is not doing enough to protect the consumer from faulty goods and services	–	–	–	–	–	76.6	76.0	78.0	75.1	73.3	73.7	71.2	73.1	73.8	75.2	70.4	68.8	65.9	62.3	62.4

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

ATTITUDES AND VALUES	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
PERCENT INDICATING AGREE STRONGLY OR AGREE SOMEWHAT (continued)																				
The Federal government is not doing enough to promote school desegregation	–	–	–	–	–	51.7	48.4	48.6	–	–	–	–	–	–	–	–	–	–	–	–
Busing is OK if it helps to achieve racial balance in the schools	–	–	–	–	–	–	–	–	–	–	37.0	40.6	41.5	44.1	45.8	43.8	46.8	50.7	53.6	54.4
College grades should be abolished	–	–	–	–	44.4	42.6	38.5	34.8	29.3	24.8	21.0	19.2	15.9	16.2	15.6	15.3	14.7	14.7	13.9	–
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	–	–	–	–	–	37.2	37.6	35.3	40.0	36.0	34.7	34.6	32.2	35.2	34.7	33.6	–	–	–	–
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	–	–	–	–	–	–	79.4	78.0	77.3	75.9	76.7	77.2	77.8	77.6	–	–	–	–	–	–
As long as they work hard, people should be paid equally regardless of ability or quality of their work	–	–	–	–	–	–	24.9	26.8	28.4	26.4	26.3	–	–	–	–	–	–	–	–	–
People should not obey laws which violate their personal values†	–	–	–	–	–	–	–	–	33.6	31.8	31.9	32.0	32.2	33.3	32.3	32.5	–	–	–	–
Wealthy people should pay a larger share of taxes than they do now	–	–	–	–	–	–	72.9	72.7	75.5	76.0	76.2	75.2	73.4	70.2	70.3	71.0	72.1	70.7	69.7	73.3
The Federal government should do more to discourage energy consumption	–	–	–	–	–	–	–	–	–	80.7	79.7	81.8	81.9	82.7	83.0	79.9	77.6	75.0	72.1	71.7
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	–	–	–	–	–	–	–	–	–	–	–	–	–	–	90.3	90.6	90.5	90.7	90.4	–
It is important to have laws prohibiting homosexual relationships	–	–	–	–	–	–	–	–	–	–	47.0	48.6	46.3	47.3	48.9	48.6	47.2	49.0	47.8	47.9
A national health care plan is needed to cover everybody's medical costs †	–	–	–	–	–	–	–	–	–	–	–	61.3	60.7	61.0	58.1	54.8	57.5	59.4	61.4	60.5
Inflation is our biggest domestic problem														80.0	80.7	78.7	78.9	68.6	–	–
Government is not promoting disarmament	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	65.6	66.0
Increase Federal military spending	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	38.8	36.9	32.5	26.8
Live together before marriage	–	–	–	–	–	–	–	–	45.3	47.8	48.8	48.3	45.8	44.0	43.4	42.7	42.8	44.8	45.1	47.4
Sex is OK if people like each other	–	–	–	–	–	–	–	–	46.0	50.1	49.4	50.4	48.6	49.3	47.9	47.0	48.2	48.8	46.8	–
Young more idealistic than old	–	–	–	–	–	–	–	–	72.4	71.5	–	–	–	–	–	–	–	–	–	–
Nuclear disarmament is attainable	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	54.2
Federal government should raise taxes to reduce the deficit	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	– –	– –	– –	22.8

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN

EDUCATIONAL EXPENSES AND FINANCIAL AID	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
CONCERN ABOUT ABILITY TO FINANCE COLLEGE EDUCATION																				
None (I am confident that I will have sufficient funds)	35.1	34.4	35.2	34.2	33.8	33.9	35.6	35.8	39.0	36.7	35.1	33.9	34.6	33.8	32.3	32.4	31.6	33.5	33.8	35.5
Some concern (but I will probably have enough funds)	56.3	57.0	56.3	55.6	55.1	55.6	49.4	47.5	46.3	47.0	48.8	49.4	50.6	51.7	52.2	51.6	51.2	51.7	51.7	50.8
Major concern (not sure I will have enough funds to complete college)	8.6	8.6	8.4	10.2	11.1	10.4	15.0	16.6	14.7	16.4	16.1	16.7	14.8	14.5	15.4	16.0	17.2	14.9	14.5	13.7
FINANCIAL RESOURCES FOR FIRST YEAR EDUCATIONAL EXPENSES																				
Parents and family	–	–	–	–	–	–	–	–	–	–		–	71.8	67.9	68.8	69.2	71.8	70.8	69.8	70.3
Pell Grant (BEOG prior to 1982)	–	–	–	–	–	–	–	–	–	–	–	–	21.7	31.5	31.5	26.0	23.2	26.5	19.8	19.9
Supp. Educational Oppty. Grant (SEOG)	–	–	–	–	–	–	–	–	–	–	–	–	5.7	7.2	8.0	5.7	5.7	6.8	5.4	4.8
State scholarship or grant	–	–	–	–	–	–	–	–	–	–	–	–	15.2	15.1	16.0	13.8	14.4	15.7	13.6	14.1
College grant or scholarship	–	–	–	–	–	–	–	–	–	–	–	–	12.5	11.3	12.8	11.4	11.9	13.3	16.7	18.5
Private grant or scholarship	–	–	–	–	–	–	–	–	–	–	–	–	7.4	6.8	7.2	6.8	7.3	7.4	6.3	5.6
Federally Guaranteed Student Loan (FGSL)	–	–	–	–	–	–	–	–	–	–	–	–	10.4	13.2	20.9	26.3	20.8	21.8	23.4	23.0
National Direct Student Loan (NDSL)	–	–	–	–	–	–	–	–	–	–	–	–	8.0	7.8	9.1	7.6	6.2	6.8	6.2	5.7
College loan	–	–	–	–	–	–	–	–	–	–	–	–	3.6	3.4	4.3	3.7	3.5	3.7	3.5	3.7
Loan(s) from other sources	–	–	–	–	–	–	–	–	–	–	–	–	3.7	3.5	4.0	4.2	4.1	4.0	3.8	3.8
College Work-Study Grant	–	–	–	–	–	–	–	–	–	–	–	–	11.2	11.7	14.5	12.0	11.8	13.4	9.4	10.0
Full-time work while in college	–	–	–	–	–	–	–	–	–	–	–	–	2.1	2.2	2.3	2.0	1.9	1.8	1.7	2.2
Part-time work while attending college	–	–	–	–	–	–	–	–	–	–	–	–	24.9	24.3	24.8	23.6	23.7	23.7	28.0	30.8
Savings from summer work	–	–	–	–	–	–	–	–	–	–	–	–	47.1	43.0	43.1	43.5	41.3	40.5	45.5	48.4
Other savings	–	–	–	–	–	–	–	–	–	–	–	–	20.5	17.9	18.6	19.0	18.5	18.4	19.9	22.1
Spouse's income	–	–	–	–	–	–	–	–	–	–	–	–	0.9	0.8	0.9	0.9	0.8	0.9	0.9	0.9
Student's GI benefits	–	–	–	–	–	–	–	–	–	–	–	–	0.7	0.8	0.9	0.7	0.6	0.5	0.5	0.6
GI benefits awarded to student's parent	–	–	–	–	–	–	–	–	–	–	–	–	1.1	1.1	1.1	1.0	0.8	0.8	0.6	0.5
Social Security dependent's benefits	–	–	–	–	–	–	–	–	–	–	–	–	5.5	5.3	5.7	5.8	3.2	2.1	–	–
From sources other than those cited above	–	–	–	–	–	–	–	–	–	–	–	–	3.9	3.7	3.8	3.7	3.0	3.6	2.3	2.5

Notes

† Text or format of question or response differs slightly in different years.

¥ Data not compatible to other years due to change in question, response option, or processing.

Interpolated data indicated by italics.

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Appendix A

Methodological Overview

APPENDIX A

RESEARCH METHODOLOGY

1985 CIRP FRESHMAN SURVEY[1]

The freshman survey data reported here have been weighted to provide a normative picture of the American college freshmen population for persons engaged in policy analysis, manpower planning, administration, educational research, guidance and counseling, as well as for the general community of students and parents. The survey instrument, the Student Information Form (SIF), is revised annually to reflect the changing concerns of the academic community and of others who use the information. SIF data also provide initial input information for longitudinal research. Follow-up surveys of individual students in each entering class are conducted at various intervals after the initial survey. In recent years, longitudinal follow-ups of CIRP students have been used in major studies of dropouts (Astin, 1975), campus protests (Astin, Astin, Bayer, & Bisconti, 1975), education and work (Bisconti and Solmon, 1976), campus change (Astin, 1976), student development (Astin, 1977), and minorities (Astin, 1982). (For the most recent published follow-up report, see Green et. al., 1983.)

From 1966 to 1970, approximately 15 percent of the nation's institutions of higher education were selected by sampling procedures and invited to participate in the program. As the academic community became aware of the value of program participation, additional institutions asked to participate. Beginning in 1971, all institutions that have entering freshman classes and that respond to the U. S. Department of Education's (DOE) Higher Education General Information Survey were invited to participate. A minimum charge, plus a unit rate based on the number of forms processed, helps to defray the direct costs of the survey. In Fall 1974 and 1975, samples of proprietary institutions also participated in the survey.

The normative data are reported separately for women and men, and for 37 different groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), type (two-year college, four-year college, university), control (public, private-nonsectarian, Roman Catholic, and Protestant), and the "selectivity level" of the institution. Selectivity, which is an estimate of the average academic ability of the entering class, was made an integral part of the CIRP stratification design (Figure A-1) in 1968 because of its substantial correlation with most measures of institutional "quality" (Astin, 1962). Since 1975, a revised and updated selectivity measure has been used (Astin & Henson, 1977). Stratification cell assignment is based chiefly on data supplied by institutions to various educational directories and college guides. Changes in stratification cell assignments do occur; requests for review are honored each year. Appendix C lists the 1985 stratification cell assignment of all institutions that have participated in the CIRP freshman survey at any time since 1966.

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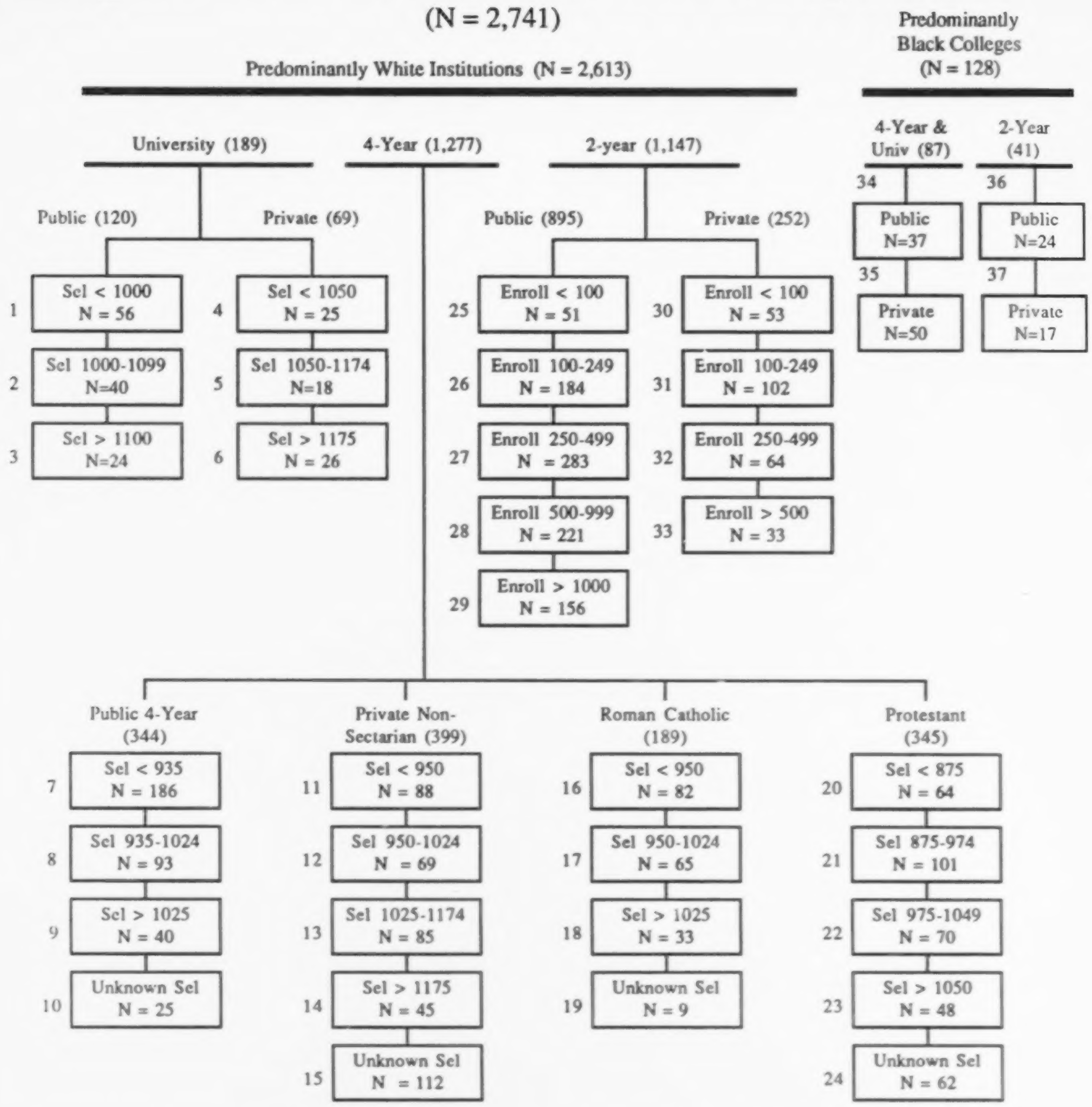
[1] This material originally appeared as Appendix A in *The American Freshman: National Norms for Fall, 1985*. It is presented here for the benefit of readers interested in specific details about the research methodology used to generate the freshman norms report.

Figure A-1: 1985 Data Bank Population



Selectivity (SEL) used to define strata for four-year colleges and universities, is an estimate of the mean score of entering freshmen on the Verbal plus Mathematical portions of the Scholastic Aptitude Test (or the converted SAT verbal and math equivalents for the American College Test composite). The method of estimation is described in detail in Astin and Henson (1977) and also in Appendix A of the current report. Enrollment (Enroll) used to define strata for two-year colleges, is based on the total number of first-time, full-time entrants. Numbers shown next to cells are the stratification cell assignment numbers.

The 1985 Data

Although 279,985 entering freshmen at 546 colleges and universities returned their forms in time for data to be included in the 1985 norms, the normative data presented here are based on responses from 192,453 freshmen entering 365 institutions.

The national norms are based only on data from institutions where the coverage of entering freshmen was judged to be representative. This judgment is based on the percentage of first-time, full-time freshmen who completed the 1985 SIF and on the procedures used to administer the forms. Four-year colleges are included in the national norms if over 85 percent of their first-time, full-time freshmen completed the SIF; universities must have over 75 percent participation, while two-year colleges must have 50 percent.[2]

The normative data presented here were collected by administering the 1985 SIF during registration, freshman orientation, or the first few weeks of classes. The SIF is designed to elicit a wide range of biographic and demographic data, as well as data on the student's high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes. Those data meeting minimal quality requirements for inclusion in the1985 norms were differentially weighted to represent the population of entering freshmen at all higher educational institutions in the United States.[3]

Part-time students and those who are not first-time college students (i.e., transfers and former enrollees) were excluded from the normative sample. Since the 1972 survey, special care has been taken to define these enrollment statuses; in surveys before 1972, the participating institutions were asked to exclude part-time students, while non-first-time students were excluded during the data processing stage by screening out those who indicated that they had previously attended college. Since that time, all students who did not identify themselves as part-time were included in the national norms if they either graduated from high school in the year of the survey or had never attended any institution for credit.

Institutional Stratification Design

The stratification design for the 1985 survey is identical to that used in 1984 (see Figure A-1). The rationale for this particular design is provided in the 1971 and 1979 normative reports.

The population included all eligible institutions of higher education listed in the annual Department of Education *Education Directory* (1983). An institution was considered eligible if it was operating at the time of the survey and if it had a freshman class of at least 25 students. Thus, institutions requiring undergraduate credits for admission to their first class (e.g., some professional schools) and a few very small institutions were excluded. In addition, some institutions or their branches were included even though separate 1984 enrollments were not available from DOE, because they were part of prior universes in these surveys and were known to be functioning with first-time, full-time entering freshmen. With these exceptions, the defined population comprised all accredited and nonaccredited institutions listed by DOE, whether university, four-year college, or two-year college. For the 1985 survey, the population of institutions numbered 2,741.

Typically, institutions make budgetary decisions and plan their orientation and registration programs early in the year. Since these matters affect participation in the freshman survey, institutions must be invited to participate several months before information is available to define the final survey population. A total of 2,741 institutions were invited to participate in the 1985 survey. Of these, 1,224 (44.6 percent) had participated in one or more of the earlier surveys, and 1517 (55.4 percent) were new invitees. A total of 561 (20.5 percent) of the institutions accepted the invitation to participate. Of the 526 institutions participating in the 1984 freshman survey, 449 (85.4 percent) opted to participate again in 1985.

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[2] Each participating institution received a complete tabulation of its data, but those with unrepresentative sampling were informed that comparisons between their institutional data and the national norms should be made with caution.

[3] A distinction should be made between higher education and postsecondary education. The normative data exclude students attending most proprietary, special vocational, or semiprofessional institutions; they include those attending two-year colleges and terminal occupational programs.

Because of administrative and logistical problems, 13 institutions that accepted the invitation to participate in the 1985 survey were unable to return their completed freshman survey forms in time for their data to be included in the national norms. Thus, data were obtained from 546 (97.3 percent) of the institutions that had agreed to participate in the 1985 survey. Appendix C lists all institutions that have participated in the CIRP in any of the freshman surveys between 1966 and 1985. Appendix C also provides information about current stratification cell assignment, the number of years an institution has participated in the CIRP freshman survey, and its norm status (norms data or not norms data) in all surveys.

Weighting Procedures

The data obtained from students were differentially weighted because of disproportionate sampling of institutions within each stratification cell and because not all students at each college completed the SIF. Table A-1 shows the number of participating institutions in each stratification cell and the cell weights applied to each institution's data in computing the national norms. The cell weights in the last two columns are the ratios between the number of first-time, full-time freshmen in the eligible population within a given cell and the total number of freshmen entering sample institutions in that cell, computed separately for each sex. Since population data for Fall 1985 and Fall 1984 enrollments were not available at the time of the 1985 survey, these weights were derived from the Department of Education's Higher Education General Information (HEGIS) Fall 1983 enrollment data. In effect, this procedure assumes that the sample institutions within a cell account for the same proportion of students in that cell in 1985 as in Fall 1983.

These cell weights were further adjusted within each institution, by sex, according to the proportion of the institution's 1985 first-time, full-time freshmen who completed the SIF. These total counts of 1985 freshmen are obtained directly from each participating institution at the time of the freshman survey. Typically, this second weight was between 1.0 and 2.0; in the case of an institution that administered the form to its entire freshman class, the weight was exactly 1.0. The final weight applied to the data from each student was the product of this within-institution participation weight and the appropriate cell weight shown in Table A-1.[4]

These weighting procedures generated summary data representative of all first-time, full-time students entering institutions of higher education in the fall of 1985. Note that the SIF was completed by entering freshmen and, thus, the data reflect responses prior to any substantial experience with college life.

The Student Information Form

The SIF is designed to serve two functions: first, to obtain student input data for longitudinal research; and second, to obtain standard descriptive and normative data for general information about the freshman population at American colleges. The form thus contains standard biographic and demographic items that have been administered annually to each entering class, as well as research-oriented items that have been modified from previous years (e.g., see the list of attitudinal questions listed under item #37). The inclusion of modified items permits a more thorough coverage of student characteristics but also represents a compromise between two mutually exclusive objectives: (1) comparability of information from year to year which is required for assessing trends; and (2) flexibility in item content to meet changing information and research needs.

The SIF, reproduced in Appendix B, has been developed in collaboration with students, professional associations, participating institutions, government agencies, educational researchers, administrators, policy makers, and members of the CIRP Advisory Committee. It is designed for self-

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[4] The cell weight in Table A-1 is a sex-specific constant for each sample institution in a given cell, whereas the within-institution weight is a sex-specific constant for a given institution but varies from one institution to another, depending on how adequately the institution "covered" its entering class.

Table A-1

Institutional Sample and Population Weights Used to Compute the 1985 National Freshman Norms

Stratification Cell for Sampling		Number of Institutions			Cell Weights[a] Applied to Data Collected From	
			Participants			
		Population	Total	Used In Norms	Men	Women
Public Universities						
	SAT V + M:					
1.	Less than 1,000	56	12	6	6.17	7.24
2.	1,000-1,099	40	16	12	4.30	3.69
3.	1,100 or more	24	13	9	2.82	2.74
Private Universities						
	SAT V + M:					
4.	Less than 1,050	25	14	10	2.83	2.62
5.	1,050 - 1,174	18	8	6	4.36	4.65
6.	1,175 or more	26	11	8	3.20	3.52
Four-Year Public Colleges						
	SAT V + M:					
7,10.	Less than 935 and unknown	211	28	15	18.20	17.70
8.	935 - 1,024	93	24	12	9.41	8.42
9.	1,025 or more	40	12	7	4.17	8.30
Four-Year Private Nonsectarian Colleges						
	SAT V + M:					
11,15.	Less than 950 and unknown	200	35	14	16.92	9.06
12.	950 - 1,024	69	32	21	5.03	4.00
13.	1,025 - 1,174	85	44	31	2.94	2.44
14.	1,175 or more	45	35	28	1.50	1.40
Four-Year Catholic Colleges						
	SAT V + M:					
16,19.	Less than 950 and unknown	91	21	14	13.51	12.17
17.	950 - 1,024	65	30	20	3.75	3.65
18.	1,025 or more	33	14	11	2.34	2.88
Four-Year Protestant Colleges						
	SAT V + M:					
20,24.	Less than 875 and unknown	126	17	12	8.42	8.37
21.	875 - 974	101	27	17	6.18	6.18
22.	975 - 1,049	70	30	22	2.85	3.00
23.	1,050 or more	48	31	24	2.03	2.00
Two-Year Public Colleges						
	Freshman Enrollment:					
25,26.	Less than 249	235	15	12	12.99	20.42
27.	250 - 499	283	16	12	18.77	29.92
28.	500 - 999	221	11	7	29.80	30.76
29.	1,000 or more	156	10	9	16.35	20.16
Two-Year Private Colleges						
	Freshman Enrollment:					
30.	Less than 100	53	4	3	9.53	40.11
31.	100 - 249	102	11	8	18.93	11.71
32,33.	250 - 499 and 500 or more	97	5	5	20.26	28.05
Predominantly Black Colleges						
34,36.	Public 4-year & 2-year	61	7	1	104.72	78.02
35,37.	Private 4-year & 2-year	67	12	8	5.42	6.24

[a] Ratio between the number of 1985 first-time, full-time students enrolled in all colleges and the number of first-time, full-time students enrolled at colleges in the 1985 CIRP sample.

administration under proctored conditions and for processing onto magnetic tape with an optical mark reader. The SIF is reviewed each year by the CIRP Advisory Committee, and by others interested in the annual freshman survey program.

Four tape files are developed from the SIF each year: (1) an institutional summary file containing institutional identification numbers and an institutional summary of the responses for men and women; (2) a file containing individual responses and a student identification number, but no names and addresses; (3) a name-and-address file containing a second, independent student identification number; and (4) a "link" file containing *only* the two independent identification numbers. This last file is maintained under an elaborate system developed to ensure strict confidentiality of individual student data and to protect against misuse of the name-and-address file (Astin & Boruch, 1970).

The 1985 National Norms

Table A-2 shows the number of institutions and students on which the 1985 national norms are based; it also gives an estimate, derived through weighting procedures, of the total student population. (These counts are the product of the 1985 enrollments reported to us by the institutions and the cell weights shown in Table A-1.)

The creation of norms groups based on selectivity was accomplished as follows:

Selectivity Level	*Stratification Cells Assigned to Each Level*
low	1, 4, 7, 10, 11, 15, 16, 19, 20, 21, 24
medium	2, 5, 8, 12, 17, 22
high	3, 6, 9, 13, 18, 23
very high	14

New selectivity measures for the population (Astin & Henson, 1977) were used to restratify the CIRP population for the 1975 survey. These estimates are based on data provided in several published college guides and on data reported previously by Astin (1971). Most estimates were originally in the form of mean SAT Verbal (V) plus Mathematical (M) scores of entering freshmen. Mean ACT composite scores were converted into comparable mean SAT V+M scores (see Table 3-1 in Astin, 1971). These are relative selectivity measures, i.e., the boundaries that determine assignment to low, medium, or high selectivity cells vary by institutional type and control. The current dividing lines between selectivity levels are listed below:

	Universities				*Four-Year Colleges*							
Dividing	Private		Public		Public		Nonsectarian		Catholic		Protestant	
Line Between	SAT V+M	ACT	SAT V+M	ACT	SAT V+M	ACT	SAT V+M	ACT	SAT V+M	ACT	SAT V+M	ACT
low-medium	1050	24	1000	22.5	935	21	950	21.5	950	21.5	875	19.2
medium-high	1175	27	1100	25	1025	23	1025	23	1025	23	1050	24
high-very high	----	----	----	----	----	----	1175	27	----	----	----	----

These new selectivity measures are more recent, more accurate (i.e., most were provided directly by the institutions), and involve less missing data (i.e., fewer with "unknown" selectivity). For details see Astin and Henson (1977).

Table A-2

Number of Institutions and Students Used in Computing the Weighted National Norms in Fall 1985

		*Number of 1985 Entering Freshmen**			
			Weighted Totals		
Norm Group	Number of Institutions in the 1985 Norms	Participants	Number	% Men	% Women
All institutions	365	192,453	1,660,277	48.20	51.80
All 2-year colleges	56	20,298	619,944	46.79	53.21
All 4-year colleges	258	88,777	643,558	47.45	52.55
All universities	51	83,378	396,778	50.49	49.51
Predominantly black colleges	9	2,927	63,485	43.99	56.01
2-year public colleges	40	17,467	547,049	47.79	52.21
2-year private colleges	16	2,381	72,895	39.29	60.71
4-year public colleges	35	25,715	365,064	47.55	52.45
4-year private colleges	223	63,062	278,497	47.30	52.70
4-year private nonsectarian colleges	103	32,827	146,006	50.41	49.59
4-year Protestant colleges	75	19,333	84,117	45.87	54.13
4-year Catholic colleges	45	10,902	48,379	40.42	59.58
Public universities	27	61,994	314,022	50.11	49.89
Private universities	24	21,384	82,757	51.92	48.08
4-year public colleges - low selectivityΔ	16	8,256	216,157	46.47	53.53
4-year public colleges - medium selectivity	12	10,209	105,278	46.50	53.50
4-year public colleges - high selectivity	7	7,250	43,630	55.46	44.54
4-year private nonsectarian colleges - low selectivityΔ	23	6,258	73,022	53.12	46.88
4-year private nonsectarian colleges - medium selectivity	21	4,838	24,776	44.67	55.33
4-year private nonsectarian colleges - high selectivity	31	9,317	27,735	49.90	50.10
4-year private nonsectarian colleges - very high selectivity	28	12,414	20,474	48.40	51.60
4-year Protestant colleges - low selectivityΔ	29	5,445	45,798	45.51	54.49
4-year Protestant colleges - medium selectivity	22	6,262	20,610	47.12	52.88
4-year Protestant colleges - high selectivity	24	7,626	17,709	45.36	54.64
4-year Catholic colleges - low selectivityΔ	14	2,043	16,080	36.24	63.76
4-year Catholic colleges - medium selectivity	20	4,409	18,797	39.31	60.69
4-year Catholic colleges - high selectivity	11	4,450	13,503	46.92	53.08
Public universities - low selectivityΔ	6	14,064	119,738	51.23	48.77
Public universities - medium selectivity	12	25,179	119,719	47.84	52.16
Public universities - high selectivity	9	22,751	74,556	49.00	51.00
Private universities - low selectivityΔ	10	8,896	27,164	46.93	53.07
Private universities - medium selectivity	6	4,742	24,416	50.10	49.90
Private universities - high selectivity	8	7,746	31,176	57.71	42.29
Public predominantly black colleges	1	465	46,495	44.73	55.27
Private predominantly black colleges	8	2,462	16,990	41.96	58.04
Region of the institution					
East	141	73,675	747,734	47.18	52.82
Midwest	103	58,015	408,648	49.04	50.96
South	75	38,876	333,298	48.85	51.15
West	46	21,887	170,602	46.76	53.24

* First-time, full-time students

Δ Includes those institutions with unknown selectivity

NOTE: The weighted counts may not always sum to idential totals due to rounding errors.

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Appendix B

The 1985 Student Information Form

273767

PLEASE PRINT: YOUR NAME ______________________________
First Middle or Maiden Last

HOME STREET ADDRESS ______________________________

CITY STATE ZIP CODE ( ) Area Code Home Phone No.

When were you born?

Month (01-12)	Day (01-31)	Year

1985 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ballpoint or felt-tip marker be properly read? Yes . . ○ No . . ●

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Research Institute at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

PLEASE USE #2 PENCIL

Sincerely, Alexander W. Astin

Alexander W. Astin, Director
Higher Education Research Institute

MARK IN THIS AREA ONLY IF DIRECTED									GRP. CODE	
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

1. Your sex: Male . . ○ Female . . ○

2. How old will you be on December 31 of this year? (Mark one)

16 or younger	○	21-24	○
17	○	25-29	○
18	○	30-39	○
19	○	40-54	○
20	○	55 or older	○

3. Are you a twin? (Mark one)

No . . . . ○ Yes, identical . . ○
Yes, fraternal . . ○

4. In what year did you graduate from high school? (Mark one)

1985	○	Did not graduate but passed G.E.D. test	○
1984	○		
1983	○	Never completed high school	○
1982 or earlier	○		

5. Are you enrolled (or enrolling) as a:

(Mark one) Full-time student? . . . ○
Part-time student? . . . ○

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or ✗'s. Thank you.)

6. Where did you get the money to pay for college this year? (Write in actual dollar amounts; write "0" if none)

Grants and scholarships	$
All loans	$
Work or savings	$
Parents and/or spouse	$
Other sources	$

7a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more ○

7b. How many of these dependents other than yourself are currently attending college?

None ○ 1 ○ 2 ○ 3 or more ○

8. What was your average grade in high school?

(Mark one) A or A+ ○ B ○ C ○
A- ○ B- ○ D ○
B+ ○ C+ ○

9. Where did you rank academically in your high school graduating class? (Mark one)

Top 20% . . . . ○ Fourth 20% . . ○
Second 20% . . ○ Lowest 20% . . ○
Middle 20% . . ○

10. Are you: (Mark one)

Not presently married . . . . ○
Married, living with spouse . . . . . . ○
Married, not living with spouse . . . . ○

11. Prior to this term, have you ever taken courses for credit at this institution?

Yes . . . . ○ No . . . . ○

12. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)

	For Credit	Not for Credit
No	○	○
Yes, at a junior or comty. college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

13. What is the highest academic degree that you intend to obtain?

(Mark one in each column)	Highest Planned	Highest Planned at this college
None	○	○
Vocational certificate	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (BA, BS, etc.)	○	○
Master's degree (MA, MS, etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B., or J.D. (Law)	○	○
B.D. or M.DIV. (Divinity)	○	○
Other	○	○

14. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column)	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apt. or rm.	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

15. Is this college your: (Mark one)

First choice? . . ○ Less than third choice? . . . . ○
Second choice? . ○
Third choice? . . ○

16. How many miles is this college from your permanent home? (Mark one)

5 or less ○ 11-50 ○ 101-500 ○
6-10 ○ 51-100 ○ More than 500 ○

17. To how many colleges other than this one did you apply for admission this year?

No other ○ 1 . ○ 3 . ○ 5 . . . . . ○
2 . ○ 4 . ○ 6 or more . ○

Note: If you applied to no other college, skip to item 19 on the next page

18. How many other acceptances did you receive this year? (Mark one)

None ○ 1 . ○ 3 . ○ 5 . . . . . ○
2 . ○ 4 . ○ 6 or more . ○

19. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	$1-$499	$500-$999	$1,000-$1,499	$1,500-$1,999	$2,000-$3,000	Over $3,000
a. My Own or Family Resources							
Parents, other relatives or friends	○	○	○	○	○	○	○
Spouse	○	○	○	○	○	○	○
Savings from summer work	○	○	○	○	○	○	○
Other savings	○	○	○	○	○	○	○
Full-time job while in college	○	○	○	○	○	○	○
Part-time job while in college	○	○	○	○	○	○	○
b. Aid Which Need Not Be Repaid							
Pell Grant	○	○	○	○	○	○	○
Supplemental Educational Opportunity Grant	○	○	○	○	○	○	○
State Scholarship or Grant	○	○	○	○	○	○	○
College Work-Study Grant	○	○	○	○	○	○	○
College Grant/Scholarship (other than above)	○	○	○	○	○	○	○
Corporate Tuition Assistance	○	○	○	○	○	○	○
Other private grant	○	○	○	○	○	○	○
Your GI benefits	○	○	○	○	○	○	○
Your parent's GI benefits	○	○	○	○	○	○	○
Other government aid (ROTC, BIA, Social Security, etc.)	○	○	○	○	○	○	○
c. Aid Which Must Be Repaid							
Federal Guaranteed Student Loan	○	○	○	○	○	○	○
National Direct Student Loan	○	○	○	○	○	○	○
Other College Loan	○	○	○	○	○	○	○
Other Loan	○	○	○	○	○	○	○
d. Other Than Above	○	○	○	○	○	○	○

If you are receiving any form of aid indicated in sections b or c, please answer Question No. 20. Otherwise go on to Question 21.

20. Was the aid you are receiving awarded on the basis of:
(Mark all that apply)

	Yes	No
Academic merit	○	○
Financial need	○	○
Athletic talent	○	○
Other talent (music, art, etc.)	○	○
Other	○	○

21. Were you last year, or will you be this year:

	1984 Yes	1984 No	1985 Yes	1985 No
Living with your parents (for more than five consecutive weeks)	Y	N	Y	N
Listed as a dependent on your parents' Federal Income Tax Return	Y	N	Y	N
Receiving assistance worth $600 or more from your parents	Y	N	Y	N

22. Are you: (Mark all that apply)

White/Caucasian	○
Black/Negro/Afro-American	○
American Indian	○
Asian-American/Oriental	○
Mexican-American/Chicano	○
Puerto Rican-American	○
Other	○

23. Are you a U.S. citizen? ○ Yes ○ No

24. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark Ⓕ. If you engaged in an activity one or more times, but not frequently, mark Ⓞ (occasionally). Mark Ⓝ (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Used a personal computer	F	O	N
Played a musical instrument	F	O	N
Attended a religious service	F	O	N
Participated in a speech or debate contest	F	O	N
Elected president of one or more student organizations	F	O	N
Was bored in class	F	O	N
Had a major part in a play	F	O	N
Won a varsity letter for sports	F	O	N
Failed to complete a homework assignment on time	F	O	N
Won a prize or award in an art competition	F	O	N
Edited the school paper, yearbook, or literary magazine	F	O	N
Tutored another student	F	O	N
Asked a teacher for advice after class	F	O	N
Participated in a science contest	F	O	N
Did extra (unassigned) work/reading for a course	F	O	N
Was a guest in a teacher's home	F	O	N
Studied with other students	F	O	N
Overslept and missed a class or appointment	F	O	N
Smoked cigarettes	F	O	N
Performed volunteer work	F	O	N
Missed school because of illness	F	O	N
Attended a recital or concert	F	O	N
Drank beer	F	O	N
Stayed up all night	F	O	N
Felt overwhelmed by all I had to do	F	O	N
Felt depressed	F	O	N

25. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	○	○	○	○	○
Artistic ability	○	○	○	○	○
Drive to achieve	○	○	○	○	○
Emotional health	○	○	○	○	○
Leadership ability	○	○	○	○	○
Mathematical ability	○	○	○	○	○
Physical health	○	○	○	○	○
Popularity	○	○	○	○	○
Self-confidence (intellectual)	○	○	○	○	○
Self-confidence (social)	○	○	○	○	○
Writing ability	○	○	○	○	○

26. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
To be able to get a better job	V	S	N
To gain a general education and appreciation of ideas	V	S	N
To improve my reading and study skills	V	S	N
There was nothing better to do	V	S	N
To make me a more cultured person	V	S	N
To be able to make more money	V	S	N
To learn more about things that interest me	V	S	N
To prepare myself for graduate or professional school	V	S	N
My parents wanted me to go	V	S	N
I could not find a job	V	S	N
Wanted to get away from home	V	S	N

27. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)	○
Some concern (but I will probably have enough funds)	○
Major concern (not sure I will have enough funds to complete college)	○

28. How would you characterize your political views? (Mark one)

Far left	○
Liberal	○
Middle-of-the-road	○
Conservative	○
Far right	○

29. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

○	Less than $6,000	○	$35,000-39,999
○	$6,000-9,999	○	$40,000-49,999
○	$10,000-14,999	○	$50,000-59,999
○	$15,000-19,999	○	$60,000-74,999
○	$20,000-24,999	○	$75,000-99,999
○	$25,000-29,999	○	$100,000-149,999
○	$30,000-34,999	○	$150,000 or more

30. What is the highest level of formal education obtained by your parents?
(Mark one in each column)

	Father	Mother
Grammar school or less		
Some high school		
High school graduate		
Postsecondary school other than college		
Some college		
College degree		
Some graduate school		
Graduate degree		

31. **Mark only three responses, one in each column.**

Ⓜ Your mother's occupation
Ⓕ Your father's occupation
Ⓨ Your probable career occupation

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesperson or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietician or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpreter (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare or recreation worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	M

32. **Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?** (Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My relatives wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good reputation for its social activities	V	S	N
I was offered financial assistance	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live near home	V	S	N
A friend suggested attending	V	S	N
A college rep. recruited me	V	S	N
The athletic dept. recruited me	V	S	N
This college's graduates gain admission to top graduate/professional schools	V	S	N
This college's graduates get good jobs	V	S	N
Not offered financial aid by first choice college	V	S	N

33. **Do you have a disability?** (Mark all that apply)

None	○	Learning disability	○
Hearing	○	Health-related	○
Speech	○	Partially sighted or blind	○
Orthopedic	○	Other	○

BE SURE TO ANSWER QUESTIONS 34, 35, AND 36.

34. **Current religious preference:** (Mark one in each column)

	Yours	Father's	Mother's
Baptist	Y	F	M
Buddhist	Y	F	M
Congregational (U.C.C.)	Y	F	M
Eastern Orthodox	Y	F	M
Episcopal	Y	F	M
Islamic	Y	F	M
Jewish	Y	F	M
Latter Day Saints (Mormon)	Y	F	M
Lutheran	Y	F	M
Methodist	Y	F	M
Presbyterian	Y	F	M
Quaker (Society of Friends)	Y	F	M
Roman Catholic	Y	F	M
Seventh Day Adventist	Y	F	M
Other Protestant	Y	F	M
Other Religion	Y	F	M
None	Y	F	M

35. **Are you a born-again Christian?**

Yes ○ No ○

36. **During high school (grades 9-12) how many years did you study each of the following subjects?** (Mark one for each item)

	None	½	1	2	3	4	5 or more
English	0	½	1	2	3	4	5
Mathematics	0	½	1	2	3	4	5
Foreign Language	0	½	1	2	3	4	5
Physical Science	0	½	1	2	3	4	5
Biological Science	0	½	1	2	3	4	5
History/Am. Govt.	0	½	1	2	3	4	5
Computer Science	0	½	1	2	3	4	5
Art and/or Music	0	½	1	2	3	4	5

37. **Mark one in each row:**

① Disagree Strongly
② Disagree Somewhat
③ Agree Somewhat
④ Agree Strongly

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
The Federal government is not doing enough to protect the consumer from faulty goods and services	4	3	2	1
The Federal government is not doing enough to promote disarmament	4	3	2	1
The Federal government is not doing enough to control environmental pollution	4	3	2	1
The Federal government should do more to discourage energy consumption	4	3	2	1
The Federal government should raise taxes to help reduce the deficit	4	3	2	1
Federal military spending should be increased	4	3	2	1
Nuclear disarmament is attainable	4	3	2	1
The death penalty should be abolished	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Abortion should be legalized	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
A couple should live together for some time before deciding to get married	4	3	2	1
Women should receive the same salary and opportunities for advancement as men in comparable positions	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Marijuana should be legalized	4	3	2	1
Busing is O.K. if it helps to achieve racial balance in the schools	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
College officials have the right to regulate student behavior off campus	4	3	2	1
Faculty promotions should be based in part on student evaluations	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
Realistically, an individual person can do little to bring about changes in our society	4	3	2	1
The chief benefit of a college education is that it increases one's earning power	4	3	2	1

38. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES

Art, fine and applied ○
English (language and literature) ○
History ○
Journalism ○
Language and Literature (except English) ○
Music ○
Philosophy ○
Speech ○
Theater or Drama ○
Theology or Religion ○
Other Arts and Humanities ○

BIOLOGICAL SCIENCE

Biology (general) ○
Biochemistry or Biophysics ○
Botany ○
Marine (Life) Science ○
Microbiology or Bacteriology ○
Zoology ○
Other Biological Science ○

BUSINESS

Accounting ○
Business Admin. (general) ○
Finance ○
Marketing ○
Management ○
Secretarial Studies ○
Other Business ○

EDUCATION

Business Education ○
Elementary Education ○
Music or Art Education ○
Physical Education or Recreation ○
Secondary Education ○
Special Education ○
Other Education ○

ENGINEERING

Aeronautical or Astronautical Eng ○
Civil Engineering ○
Chemical Engineering ○
Electrical or Electronic Engineering ○
Industrial Engineering ○
Mechanical Engineering ○
Other Engineering ○

PHYSICAL SCIENCE

Astronomy ○
Atmospheric Science (incl. Meteorology) ○
Chemistry ○
Earth Science ○
Marine Science (incl. Oceanography) ○
Mathematics ○
Physics ○
Statistics ○
Other Physical Science ○

PROFESSIONAL

Architecture or Urban Planning ○
Home Economics ○
Health Technology (medical, dental, laboratory) ○
Library or Archival Science ○
Nursing ○
Pharmacy ○
Predental, Premedicine, Preveterinary ○
Therapy (occupational, physical, speech) ○
Other Professional ○

SOCIAL SCIENCE

Anthropology ○
Economics ○
Ethnic Studies ○
Geography ○
Political Science (gov't., international relations) ○
Psychology ○
Social Work ○
Sociology ○
Women's Studies ○
Other Social Science ○

TECHNICAL

Building Trades ○
Data Processing or Computer Programming ○
Drafting or Design ○
Electronics ○
Mechanics ○
Other Technical ○

OTHER FIELDS

Agriculture ○
Communications (radio, TV, etc.) ○
Computer Science ○
Forestry ○
Law Enforcement ○
Military Science ○
Other Field ○
Undecided ○

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39. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Ⓔ Essential	Ⓥ Very Important	Ⓢ Somewhat Important	Ⓝ Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming an authority in my field	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Obtaining recognition from my colleagues for contributions to my special field	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Influencing the political structure	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Influencing social values	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Raising a family	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Having administrative responsibility for the work of others	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being very well off financially	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Helping others who are in difficulty	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Making a theoretical contribution to science	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Writing original works (poems, novels, short stories, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Creating artistic work (painting, sculpture, decorating, etc.)	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Being successful in a business of my own	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming involved in programs to clean up the environment	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Developing a meaningful philosophy of life	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Participating in a community action program	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Helping to promote racial understanding	Ⓔ	Ⓥ	Ⓢ	Ⓝ
Becoming an expert on finance and commerce	Ⓔ	Ⓥ	Ⓢ	Ⓝ

40. What is your best guess as to the chances that you will: (Mark one for each item)

	Ⓥ Very Good Chance	Ⓢ Some Chance	Ⓛ Very Little Chance	Ⓝ No Chance
Change major field?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Change career choice?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Fail one or more courses?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Graduate with honors?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Be elected to a student office?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Get a job to help pay for college expenses?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Work full time while attending college?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Join a social fraternity, sorority, or club?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Live in a coeducational dorm?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Play varsity/intercollegiate athletics?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Be elected to an academic honor society?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Make at least a "B" average?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Need extra time to complete your degree requirements?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Get tutoring help in specific courses?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Have to work at an outside job during college?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Seek vocational counseling?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Seek individual counseling on personal problems?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Get a bachelor's degree (B.A., B.S., etc.)?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Participate in student protests or demonstrations?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Drop out of this college temporarily (exclude transferring)?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Drop out permanently (exclude transferring)?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Transfer to another college before graduating?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Be satisfied with your college?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Find a job after college in the field for which you were trained?	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Get married while in college? (skip if married)	Ⓥ	Ⓢ	Ⓛ	Ⓝ
Get married within a year after college? (skip if married)	Ⓥ	Ⓢ	Ⓛ	Ⓝ

The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape?

Yes ○ No ○

41. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
42. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

The remaining circles are provided for items specifically designed by your college rather than by the Higher Education Research Institute. If your college has chosen to use the circles observe carefully the supplemental directions given you.

THANK YOU!

46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
48. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
49. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
50. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Appendix C

Institutions Participating in the CIRP Freshman Survey Program

APPENDIX D

INSTITUTIONS PARTICIPATING IN THE ACE/UCLA COOPERATIVE INSTITIONAL RESEARCH PROGRAM[a]

Institution	Strati-fication Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
ABILENE CHRISTIAN COLLEGE	11	11	X*				X	X	X*	X*	X*	X*			X*			X*	X*	X*		
ACADEMY OF AERONAUTICS	32	10										X	X*	X	X	X	X	X	X*		X*	X*
ADELPHI UNIVERSITY	4	17		X	X		X	X	X	X	X	X	X	X	X	X	X*	X*	X	X*		X
ADRIAN COLLEGE	21	20	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*
AGNES SCOTT COLLEGE	23	5	X*	X*						X*	X*	X*										
ALABAMA A & M COLLEGE	34	14						X	X	X	X*	X*	X*		X*	X*	X	X*	X	X*	X*	X*
ALABAMA LUTHERAN ACADEMY	30	2								X*					X*							
ALABAMA STATE UNIVERSITY	34	14		X	X	X	X*	X*	X*	X	X		X	X*	X*	X*	X*	X*				
ALASKA PACIFIC UNIVERSITY	11	2					X	X														
ALBANY BUSINESS COLLEGE	31	2									X*	X*										
ALBERTUS MAGNUS COLLEGE	17	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*									
ALBION COLLEGE	23	8	X*	X	X*	X	X	X	X	X												
ALBRIGHT COLLEGE	23	1					X															
ALCORN A&M COLLEGE	34	1													X							
ALDERSON-BROADDUS COL	21	3								X	X	X*										
ALEXANDER CITY ST JR COL	27	2									X*				X*							
ALFRED UNIVERSITY	13	9								X	X*					X	X	X*	X*	X*	X*	X*
ALICE LLOYD COLLEGE	31	10						X*	X*	X*	X*	X*	X*	X*	X*	X*	X*					
ALLEGHENY COLLEGE	13	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
ALLENTOWN COLLEGE	17	13	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*							
ALLIANCE COLLEGE	11	2							X*	X*												
ALMA COLLEGE	23	10	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*										
ALVIN JUNIOR COLLEGE	27	1											X									
AMERICAN UNIVERSITY	4	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X	X	X	X	X	X*	X*	X*	X*
AMHERST COLLEGE	14	20	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
ANDERSON COLLEGE	32	10	X*		X*		X*		X*		X*		X*		X*	X*	X*	X*				
ANDERSON COLLEGE	21	1												X*								
ANDREWS UNIVERSITY	21	13			X	X	X*	X*	X*	X*	X*	X	X	X*	X*	X	X					
ANTIOCH COLLEGE	13	4	X*	X*	X*										X							
ANTIOCH COLLEGE-WASH-BALT	13	2														X	X					
APPALACHIAN STATE UNIV	7	8							X*	X*	X*		X*	X*	X*	X*	X*					
AQUINAS COLLEGE	17	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
AQUINAS COLLEGE	30	7								X*	X	X	X*	X*	X*	X*						
ARIZONA STATE UNIVERSITY	1	3																		X	X*	X*
ARKANSAS COLLEGE	21	10	X*	X*	X*	X*	X*	X*	X	X	X*		X*									
ART INSTITUTIE OF CHICAGO	12	4	X	X	X	X*																
ASSUMPTION COLLEGE	18	1												X*								
ATHENS COLLEGE	20	6															X*	X	X*	X*	X	X
ATLANTIC CHRISTIAN COLLEGE	20	1				X*																
ATLANTIC COMMUNITY COL	28	2														X*	X					
ATLANTIC UNION COLLEGE	20	1	X																			
AUGSBURG COLLEGE	23	20	X*	X*	X*	X*	X*	X	X	X*	X*	X*	X	X	X	X	X	X*	X*	X*	X*	X*
AUGUSTANA COLLEGE	22	17	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*			
AUGUSTANA COLLEGE	23	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*				
AUSTIN COLLEGE	23	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
AUSTIN PEAY ST UNIVERSITY	7	16	X*	X	X*	X	X*	X*	X	X*	X*	X*	X*	X*	X	X	X*	X*				
AVERETT COLLEGE	21	15					X*	X*	X	X	X*	X*	X*	X*	X		X	X*	X	X*	X*	X*
AZUSA PACIFIC COLLEGE	11	10		X	X	X	X	X	X	X*	X*	X		X								

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[a] Participation in the ACE/UCLA Cooperative Institutional Research Program for a given year is indicated by an "X". Institutions providing data judged to be representative of their first-time, full-time freshman class and included in the norms are indicated by an asterisk. Participation for 1985 is shown for those institutions which had submitted data in time to be included in this publication.

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
BABSON COLLEGE	13	3	X*									X	X									
BACONE COLLEGE	31	1							X*													
BAKER UNIVERSITY	21	7		X*		X*	X	X*	X*	X*				X*								
BALL STATE UNIVERSITY	1	2																X	X			
BAPTIST BIBLE SEMINARY	24	8											X*	X*	X*	X*	X*	X*	X*	X*		
BAPTIST COL OF CHARLESTON	21	3								X			X					X				
BARAT COLLEGE	18	6				X		X*	X	X	X	X*										
BARD COLLEGE	13	15	X*	X*	X*	X*	X	X		X*	X*	X	X	X*	X	X*	X*	X*				
BARNARD COLLEGE	14	9	X	X*	X*	X*	X*	X	X	X*	X*											
BARRINGTON COLLEGE	12	3								X*		X*		X*								
BARRY COLLEGE	16	1												X*								
BARTON COUNTY COMMUNITY COL	27	2			X*	X*																
BATES COLLEGE	14	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*
BAY PATH JUNIOR COLLEGE	32	11		X*	X*									X*	X*	X*	X*	X*	X*	X*	X*	X*
BAYLOR UNIVERSITY	4	20	X*	X*	X*	X*	X	X	X	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*
BEAVER COLLEGE	22	8								X*	X*	X*	X*	X*	X*	X	X*					
BEE COUNTY JUNIOR COLLEGE	28	6													X*	X*	X*	X	X	X*		
BELHAVEN COLLEGE	22	1									X											
BELLARMINE COLLEGE	17	4	X									X	X	X								
BELLARMINE-URSULINE COL	16	8													X	X	X	X	X*	X*	X*	X*
BELLEVUE COLLEGE	11	1							X													
BELMONT ABBEY COLLEGE	16	1											X*									
BELOIT COLLEGE	13	18	X*	X*	X*	X*	X*	X*	X*	X*	X*			X*	X*	X*	X*	X	X*	X*	X*	X*
BENEDICT COLLEGE	35	9	X*	X*	X*	X*	X	X*	X	X*	X*											
BENNETT COLLEGE	35	4				X	X*	X*	X													
BENNETT COLLEGE	31	3												X*	X*	X*						
BENNINGTON COLLEGE	14	11		X									X*	X	X*	X*	X*	X*	X*	X*	X*	X*
BENTLEY COLLEGE	12	2										X*		X*								
BEREA COLLEGE	11	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
BERGEN COMMUNITY COLLEGE	29	9									X	X*	X*	X*	X*	X	X	X*	X			
BERKSHIRE COMMUNITY COLLEGE	28	2				X*	X*															
BERRY COLLEGE	12	9	X*	X*	X	X*	X*	X*	X		X*					X*						
BETHANY COLLEGE	13	5	X*	X*	X*	X*	X*															
BETHANY COLLEGE	21	5	X*	X*							X*	X*	X									
BETHANY LUTH COL & THEO S	31	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
BETHANY NAZARENE COLLEGE	20	3									X*	X*	X*									
BIRMINGHAM-SOUTHERN COL	22	12	X	X	X	X*	X	X	X	X	X*	X*	X*	X								
BISHOP COLLEGE	35	4								X			X	X		X*						
BLACK HAWK COLLEGE	29	10										X*	X	X*	X		X	X	X*	X	X	X*
BLACKBURN COLLEGE	13	9		X		X		X*	X	X*	X	X*	X*	X								
BLOOMFIELD COLLEGE	20	13		X*	X*	X	X	X	X	X*	X*	X	X*	X	X	X						
BLOOMSBURG STATE COLLEGE	8	8	X*	X	X*	X*	X*	X*	X*	X*												
BLUEFIELD STATE COLLEGE	34	1													X							
BLUFFTON COLLEGE	21	3												X*		X*	X*					
BOISE STATE UNIVERSITY	7	1																				X
BOSTON COLLEGE	5	4		X																X*	X*	X*
BOSTON UNIVERSITY	5	11		X		X*		X	X*	X	X*	X*	X	X	X*	X						
BOWDOIN COLLEGE	14	20	X	X*	X*	X*	X	X	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
BOWIE STATE COLLEGE	34	14	X				X*	X	X	X*	X*	X	X	X*	X*	X*	X*			X*		X*
BOWLING GREEN ST UNIVERSITY	1	7							X*	X*	X*	X*	X*	X*	X*							
BRADFORD JUNIOR COLLEGE	11	5					X*						X*	X*	X*		X*					
BRADLEY UNIVERSITY	4	20	X*	X	X	X	X	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*
BRANDEIS UNIVERSITY	6	19	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X*	X*	X*
BRENAU COLLEGE	11	6		X	X*					X	X		X	X*								
BREVARD COLLEGE	32	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*				
BREWTON-PARKER COLLEGE	32	5							X*	X*	X*	X*	X									
BRIARCLIFF COLLEGE	12	9										X		X*		X	X	X	X*	X*	X*	X*
BRIGHAM YOUNG UNIVERSITY	4	3	X					X									X					
BROWN UNIVERSITY	6	4		X*						X*	X	X*										
BRYAN COLLEGE	15	2											X*			X*						

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
BRYANT COLLEGE OF BUS ADM	12	5										X	X	X	X*			X				
BRYN MAWR COLLEGE	14	11	X*	X*	X*	X*	X*	X*		X*	X*	X	X*	X								
BUCKNELL UNIVERSITY	14	3		X			X	X														
BUENA VISTA COLLEGE	21	20	X	X	X*	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
BUNKER HILL CMTY COL	29	1										X*										
BUTLER UNIVERSITY	5	4					X*	X*	X*	X*												
C.W. POST CENTER OF L.I.U.	12	4			X				X	X	X											
CABRINI COLLEGE	16	1	X																			
CALDWELL COMMUNITY COLLEGE	27	3			X					X				X								
CALIF COL OF ARTS & CRAFTS	11	3	X									X		X								
CALIF INSTITUTE OF TECH	6	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
CALIF INSTITUTE OF THE ARTS	15	1											X									
CALIF LUTHERAN COLLEGE	21	7	X*		X*		X		X		X			X		X*						
CALIF STATE COLLEGE	8	3																X*		X*	X	
CALIF STATE U-BAKERSFIELD	7	3							X			X*	X*									
CALIF STATE U-CHICO	7	4						X			X	X*	X*									
CALIF STATE U-DOMINGUEZ HLS	7	4						X	X	X	X											
CALIF STATE U-FRESNO	8	5						X											X	X	X	X*
CALIF STATE U-FULLERTON	8	18			X	X	X	X	X	X*	X*	X*	X	X	X*	X*	X	X*	X*	X*	X*	X*
CALIF STATE U-LONG BEACH	8	2	X	X																		
CALIF STATE U-NORTHRIDGE	8	1												X								
CALIF STATE U-STANISLAUS	8	12	X	X	X							X	X	X*	X	X		X	X*		X*	X*
CALVIN COLLEGE	22	18	X*	X*	X*	X*	X*	X*		X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	
CANISIUS COLLEGE	17	8	X*	X	X*	X	X*	X	X*	X*												
CAPITAL UNIVERSITY	22	2			X*						X											
CARDINAL STRITCH COLLEGE	16	18		X*	X	X	X		X*	X*	X*	X*	X*	X*	X	X*	X	X	X*	X*	X*	X*
CARL ALBERT JUNIOR COLLEGE	25	2					X*		X*													
CARLETON COLLEGE	14	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
CARLOW COLLEGE	18	9	X*	X*	X*	X*	X*	X*	X*	X*	X*											
CARNEGIE-MELLON UNIVERSITY	6	9	X*	X						X*	X*	X	X*					X	X	X*		
CARROLL COLLEGE	23	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
CARROLL COLLEGE	18	8		X						X*	X	X	X*	X*	X		X*					
CARSON NEWMAN COLLEGE	21	16	X*	X	X*	X	X	X	X	X	X*	X*	X*	X*	X	X	X*	X*				
CARTHAGE COLLEGE	22	1							X*													
CASCADE COLLEGE	11	1																		X*		
CASE WESTERN RESERVE UNIV	5	5	X*	X																X*	X	X
CATAWBA COLLEGE	21	4	X*	X	X*	X*																
CATHOLIC UNIV OF AMERICA	5	9	X*	X		X*	X*	X*	X*	X*						X*	X					
CAZENOVIA COLLEGE	32	12				X*	X*	X*	X*	X*	X*	X*	X*	X*			X*	X*		X*		
CEDAR CREST COLLEGE	22	13	X*	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X*	X*							
CENTENARY COLLEGE WOMEN	21	2														X*	X*					
CENTER FOR CREATIVE STUDIES	11	2	X	X																		
CENTERVILLE COMMUNITY COL	26	5																X	X	X*	X*	X*
CENTRAL METHODIST COLLEGE	21	4										X*	X*	X*			X*					
CENTRAL NEBRASKA TECH	27	12							X	X	X	X	X*	X	X*	X*	X*	X*	X*	X*		
CENTRAL STATE UNIVERSITY	34	3								X						X	X					
CENTRAL VIRGINIA CMTY COL	27	1										X										
CENTRE COLLEGE OF KENTUCKY	13	15	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*					
CERRITOS COLLEGE	29	9										X	X	X		X*	X	X	X	X*	X*	
CHAMINADE COLLEGE	16	5							X			X	X	X	X*							
CHAMPLAIN COLLEGE	32	7								X*	X*	X*	X*	X*	X*				X*			
CHAPMAN COLLEGE	11	19	X	X	X*	X	X		X*	X*	X	X	X	X*	X	X*	X	X	X	X*	X*	X*
CHATHAM COLLEGE	13	20	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
CHESTNUT HILL COLLEGE	18	1															X*					
CHICAGO STATE COLLEGE	34	15	X	X	X				X	X	X	X	X*	X	X*	X*	X	X	X*	X*		
CHOWAN COLLEGE	32	17	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*			
CITRUS JUNIOR COLLEGE	29	6														X	X		X	X	X	X*
CITY COL OF SAN FRANCISCO	29	9									X	X*			X	X	X	X	X*	X*	X	
CLAREMONT MCKENNA COLLEGE	14	18	X*	X	X*	X	X*	X	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*		
CLARENDON COLLEGE	26	3																X	X	X*		

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
CLARION STATE COLLEGE	9	7								X*		X*						X	X*	X	X	X
CLARK CO TECHNICAL INST	27	13						X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X*		
CLARK COLLEGE	35	13		X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*						
CLARK UNIVERSITY	14	5	X*														X	X	X	X*		
CLARKE COLLEGE	17	4											X*	X*	X	X*						
CLARKSON COL OF TECHNOLOGY	13	2												X	X*							
CLEMSON UNIVERSITY	1	1												X*								
CLEVELAND INSTITUTE OF ART	12	12	X		X	X	X*	X		X	X	X	X	X	X	X*						
CLEVELAND ST UNIVERSITY	8	2													X	X						
CMTY COL OF DELAWARE CO	28	4															X*	X	X	X*		
COCHISE COLLEGE	27	5										X	X						X		X*	X*
COE COLLEGE	13	5					X*	X		X*	X*	X										
COGSWELL COLLEGE	11	2									X*	X*										
COKER COLLEGE	11	2											X*	X*								
COL OF WHITE PLAINS OF PACE	17	2								X		X*										
COLBY COLLEGE	14	18	X*	X	X*	X*	X	X*			X	X	X	X	X	X*	X*	X	X	X*	X*	X*
COLBY COLLEGE-NEW HAMPSHIRE	11	1														X*						
COLGATE UNIVERSITY	14	8	X*		X*		X*		X*		X		X*		X*		X*					
COLLEGE MISERICORDIA	16	7	X	X	X	X	X*						X*	X*								
COLLEGE OF BOCA RATON	32	1			X																	
COLLEGE OF CHARLESTON	9	9	X	X											X	X	X*		X*	X*	X*	X*
COLLEGE OF GANADO	31	1											X									
COLLEGE OF MOUNT ST JOSEPH	16	7		X	X*	X*	X*	X					X*	X								
COLLEGE OF MOUNT ST VINCENT	18	20	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
COLLEGE OF NEW ROCHELLE	18	17	X*	X*	X*	X*	X	X	X	X	X	X	X*				X	X	X*	X*	X*	X*
COLLEGE OF NOTRE DAME	18	1						X*														
COLLEGE OF NOTRE DAME	17	8		X												X	X	X	X	X*	X*	X*
COLLEGE OF SACRED HEART	16	2																	X	X		
COLLEGE OF SAINT BENEDICT	17	17	X	X*		X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
COLLEGE OF SAINT CATHERINE	17	15	X*	X	X	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*					
COLLEGE OF SAINT FRANCIS	17	6					X	X*	X				X*	X*	X*							
COLLEGE OF SAINT ROSE	17	3													X*	X*	X*					
COLLEGE OF SAINT SCHOLASTICA	17	7		X*	X*	X*			X	X*					X	X*						
COLLEGE OF SAINT TERESA	17	9	X*	X*	X*	X	X*	X*	X*	X*	X*											
COLLEGE OF SAINT THOMAS	18	8	X*	X*	X*	X	X*	X*	X*		X*											
COLLEGE OF SANTA FE	16	4											X			X		X	X			
COLLEGE OF THE ATLANTIC	11	1	X																			
COLLEGE OF THE MAINLAND	27	4												X	X	X				X		
COLLEGE OF THE SEQUOIAS	28	10	X*											X*	X*	X*	X*	X*	X*	X*	X*	X*
COLLEGE OF THE VIRGIN ISL	34	1				X*																
COLLEGE OF WILLIAM & MARY	9	5		X	X	X	X	X														
COLLEGE OF WOOSTER	23	9					X*	X	X*	X*	X*	X*	X*	X*	X*							
COLLEGE OUR LADY OF ELMS	16	2														X*	X*					
COLORADO COLLEGE	14	6	X	X*	X*	X	X*									X*						
COLORADO MOUNTAIN COL-EAST	25	4										X	X	X	X							
COLORADO STATE COLLEGE	8	2																X*		X		
COLORADO STATE UNIVERSITY	2	2																	X			X*
COLORADO WOMEN'S COLLEGE	11	4								X		X*	X*	X*								
COLUMBIA COLLEGE	21	2							X*								X*					
COLUMBIA UNIVERSITY	6	6	X	X*	X															X*	X*	X*
COMPTON COLLEGE	36	11							X*		X	X	X			X	X	X	X	X	X	X*
CONCORDIA COLLEGE	31	4							X*	X*	X	X										
CONCORDIA COLLEGE	20	12		X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*							
CONCORDIA COLLEGE	11	4	X*	X*	X*	X*																
CONCORDIA COLLEGE-MOORHEAD	23	4										X	X								X*	X*
CONCORDIA LUTHERAN COLLEGE	20	1	X																			
CONNECTICUT COLLEGE	14	19	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X*	X*	X*	X*
CONVERSE COLLEGE	12	10	X*	X*	X*	X*	X*	X*	X*	X*	X*	X										
COOPER UNION	14	1														X						
COPPIN STATE COLLEGE	34	14		X	X	X	X	X	X	X	X	X	X	X	X	X		X				

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
CORNELL COLLEGE	23	13	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*							
CORNELL UNIV-HUMAN ECOLOGY	6	2																	X	X*		
CORNELL UNIVERSITY	6	5					X	X*					X*	X	X							
CORNING COMMUNITY COLLEGE	29	10	X*	X*	X*	X*	X*	X	X*	X*	X*										X*	
COTTEY COLLEGE	31	5					X*							X*	X*	X*	X					
COVENANT COLLEGE	22	5		X			X		X*	X*	X*											
COWLEY COUNTY CMTY JR COL	26	9												X	X	X*	X	X	X*	X*	X	X*
CULLMAN COLLEGE	30	8								X*	X*	X	X*		X*	X*	X	X*				
CUNY-BARUCH COLLEGE	10	7												X	X		X	X*	X	X*	X*	
CUNY-BORO OF MANHATTAN	29	3													X	X		X				
CUNY-BRONX CMTY COLLEGE	29	2																		X*	X*	
CUNY-BROOKLYN COLLEGE	9	1																X				
CUNY-CITY COLLEGE	9	16					X	X*	X*	X	X*	X	X	X*	X	X*	X	X*	X*	X*	X*	X*
CUNY-HOSTOS COMMUNITY COL	28	3										X	X	X								
CUNY-HUNTER COLLEGE	8	3																	X	X*		X
CUNY-JOHN JAY COLLEGE	7	12				X*		X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X				
CUNY-LEHMAN COLLEGE	10	1																X				
CUNY-N.Y. CITY TECH COLLEGE	29	3																X		X*	X	
CUNY-QUEENS COLLEGE	9	1																X				
CUNY-QUEENSBOROUGH CMTY C	29	15	X*	X*	X*	X	X	X	X*	X*	X*	X	X*	X*	X*	X*		X*				
CUNY-YORK COLLEGE	7	10				X		X	X	X	X*	X*	X	X*	X*			X*				
CURRY COLLEGE	12	4													X	X	X	X				
D'YOUVILLE COLLEGE	16	9	X	X*							X	X*	X*	X	X*		X	X				
DAKOTA WESLEYAN UNIVERSITY	20	5		X	X*													X	X	X*		
DALLAS BAPTIST COLLEGE	21	3																X		X	X*	
DANIEL PAYNE COLLEGE	35	3										X	X							X		
DANVILLE COMMUNITY COLLEGE	27	1										X*										
DARTMOUTH COLLEGE	14	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
DAVID LIPSCOMB COLLEGE	21	3																X	X	X*		
DAVIDSON COLLEGE	23	6										X*	X*	X*	X*	X*	X*					
DAVIS & ELKINS COLLEGE	21	20	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
DEFIANCE COLLEGE	11	17	X	X	X	X*	X*	X*	X	X	X	X*	X	X*		X*	X*	X*	X	X*		
DEL VAL COL OF SCI & AGRI	11	17				X	X*	X	X*	X*	X	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
DELAWARE STATE COLLEGE	34	11		X*		X*					X	X	X				X*	X*	X*	X*	X*	X*
DELTA COLLEGE	29	1								X												
DENISON UNIVERSITY	13	2														X	X*					
DEPAUL UNIVERSITY	4	2	X*	X																		
DEPAUW UNIVERSITY	23	16		X*	X*	X*	X*	X*	X*	X*		X*	X*	X*	X*	X*	X*	X*	X*	X*		
DICKINSON COLLEGE	14	20	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
DILLARD UNIVERSITY	35	17	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X		X*	X*	X*		
DOANE COLLEGE	21	3													X*	X*	X*					
DOMINICAN COL OF BLAUVELT	16	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X	X	X*	X*
DOMINICAN COL SAN RAFAEL	17	20	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X*
DOMINICAN COLLEGE-RACINE	17	1													X							
DONNELLY COLLEGE	31	10											X	X	X	X	X	X*	X*	X*	X*	X*
DOWLING COLLEGE	12	1																X				
DRAKE UNIVERSITY	5	18	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X	X*	X*	X*	X*	X*	X	X*		
DREW UNIVERSITY	23	7	X	X*	X*	X	X	X	X													
DREXEL UNIVERSITY	13	4	X	X					X			X										
DRURY COLLEGE	12	1	X																			
DUKE UNIVERSITY	6	10					X	X*	X*	X*	X*	X*	X*	X*	X		X					
DUTCHESS CMTY COLLEGE	29	16			X*	X*	X*	X*	X	X*	X*	X*	X	X*	X*		X*	X	X	X	X*	
DYKE COLLEGE	15	2											X*	X								
EARLHAM COLLEGE	23	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
EAST CAROLINA UNIVERSITY	7	4			X*	X*	X*	X*														
EAST CENTRAL JR COLLEGE	27	3											X	X*	X							
EAST CENTRAL ST COLLEGE	7	3														X	X	X*				
EAST L.A. CMTY COLLEGE	29	3						X*	X					X								
EAST STROUDSBURG ST	8	3							X*	X	X*											
EAST TEXAS STATE UNIV	7	1													X							

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
EASTERN BAPTIST COLLEGE	21	4												X*	X*	X	X					
EASTERN IOWA CC-MUSCATINE	26	7													X*	X	X*	X*	X	X*	X*	
EASTERN MENNONITE COLLEGE	21	20	X*	X*	X	X	X	X	X	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
EASTERN MONTANA COLLEGE	7	5			X	X	X*	X	X*													
EASTERN WYOMING COLLEGE	25	7		X*					X*	X*	X*	X*	X*	X*								
ECKERD COLLEGE	23	14	X	X	X		X	X		X*	X	X*	X*	X*	X*	X*	X*	X*				
EDGEWOOD COLLEGE	16	2					X*	X*														
EDMONDS COMMUNITY COLLEGE	27	1																		X		
EISENHOWER COLLEGE	13	10					X			X*	X*	X*	X*	X*	X	X*	X*	X*				
ELIZABETH CITY STATE UNIV	34	15	X	X	X*	X*	X	X	X*	X	X*	X	X	X*	X*	X*	X*					
ELIZABETH SETON COLLEGE	32	4										X	X	X*	X							
ELIZABETHTOWN COLLEGE	22	17	X*	X*	X*	X*	X*	X	X*	X	X	X*	X*	X*	X*	X	X*	X*	X*			
ELKO COMMUNITY COLLEGE	26	1															X					
ELMIRA COLLEGE	13	6					X*	X*	X	X	X						X					
ELON COLLEGE	20	6	X*	X*					X*	X*						X*	X					
EMANUEL COUNTY JUNIOR COL	25	4					X*	X*	X*	X*												
EMERSON COLLEGE	12	6	X*	X*	X*	X*	X			X												
EMORY & HENRY COLLEGE	22	20	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
EMORY UNIVERSITY	5	16	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*					X*
EMPORIA STATE UNIVERSITY	21	1													X							
ERSKINE COLLEGE	21	5	X*									X			X*	X*	X*					
ESSEX COUNTY COLLEGE	29	1												X*								
EUREKA COLLEGE	21	4			X			X	X*						X*							
EVERGREEN STATE COLLEGE	7	11	X*		X	X	X	X	X		X	X	X	X	X							
FAIRFIELD UNIVERSITY	18	7		X					X*	X*	X*	X*	X*	X*								
FAIRHAVEN COLLEGE	30	5											X	X	X	X		X				
FAIRLEIGH DICKINSON UNIV	13	11						X	X	X	X	X*	X*	X	X*	X	X	X				
FAIRMONT STATE COLLEGE	7	15		X*		X*	X	X*	X*		X*	X	X	X*	X	X	X			X*	X*	X*
FEATHER RIVER COLLEGE	26	1										X										
FELICIAN COLLEGE	16	3						X	X	X												
FERRUM COLLEGE	11	2		X*	X																	
FINDLAY COLLEGE	20	5	X*	X*											X*	X*	X*					
FISK UNIVERSITY	35	18	X*	X*			X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
FITCHBURG STATE COLLEGE	8	1						X*														
FLORIDA A&M UNIVERSITY	34	2										X*	X*									
FLORIDA COLLEGE	31	7								X	X*	X*				X*	X*		X*	X*		
FLORIDA INST OF TECHNOLOGY	13	1					X*															
FLORIDA KEYS JUNIOR COL	26	5													X	X		X	X	X*		
FLORIDA MEMORIAL COLLEGE	35	1													X							
FLORIDA STATE UNIVERSITY	2	11	X*	X*	X*	X*	X*	X	X										X*	X*	X	X*
FLORIDA TECHNOLOGICAL UNIV	8	5													X*		X	X	X	X		
FLORISSANT VALLEY CMTY COL	29	8												X	X	X*	X	X	X	X*	X*	
FOREST PARK CMTY COLLEGE	28	4											X	X	X			X*				
FORT HAYS KANS STATE COL	8	15	X*	X	X*	X*	X*	X	X					X*	X	X*		X	X	X	X	X*
FORT LEWIS COLLEGE	7	1																X				
FORT SCOTT CMTY JR COLLEGE	27	16	X*	X*	X	X	X*	X*	X	X	X*	X*	X*	X*	X	X*	X*		X			
FRAMINGHAM STATE COLLEGE	9	12							X	X	X*	X*	X	X*	X*	X*	X*	X	X*	X*		
FRANKLIN & MARSHALL COL	14	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
FRANKLIN COLLEGE	12	6					X*	X*	X*	X*	X*	X*										
FRANKLIN UNIVERSITY	11	2	X	X																		
FREED HARDEMAN COLLEGE	20	19	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	
FRESNO CITY COLLEGE	29	1										X*										
FRIENDS UNIVERSITY	20	2		X							X*											
FROSTBURG STATE COLLEGE	7	3												X	X*	X*						
FT. VALLEY STATE COLLEGE	34	1								X*												
FURMAN UNIVERSITY	23	13	X*	X*	X	X	X*	X*	X*	X*	X*	X*		X*	X*	X*						
GALLAUDET COLLEGE	11	15	X						X	X	X	X	X	X	X	X	X	X	X*	X*	X*	X*
GANNON COLLEGE	17	10	X*	X*	X*	X	X	X	X	X*	X*	X*										
GARDEN CITY CMTY JR COL	27	11	X*	X	X*					X		X*	X*	X*	X*	X*	X*			X*		
GARLAND JUNIOR COLLEGE	31	6											X*	X*	X*	X*	X*	X*				

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
GENERAL MOTORS INSTITUTE	13	20	X*	X*	X	X*	X	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
GENEVA COLLEGE	21	5						X*	X*						X*	X*	X*					
GEORGE MASON UNIVERSITY	9	7										X	X	X*	X	X*	X	X*				
GEORGE PEABODY COL TCHRS	11	4																	X*	X	X*	X*
GEORGE WILLIAMS COLLEGE	12	15	X*	X					X	X	X*	X*	X*	X*		X*	X*	X*	X*	X*	X*	X*
GEORGETOWN UNIVERSITY	6	2												X*	X							
GEORGIA INST OF TECHNOLOGY	9	20	X*	X*	X*	X*	X	X*	X	X	X	X*	X	X*	X	X	X	X*	X	X*	X*	X*
GEORGIA SOUTHWESTERN COL	7	10					X	X	X*	X*	X*	X*		X*	X*	X*	X*					
GEORGIAN COURT COLLEGE	16	2	X*				X*															
GETTYSBURG COLLEGE	14	17	X*	X*	X*	X				X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
GLASSBORO STATE COLLEGE	8	1																X				
GODDARD COLLEGE	13	3												X	X	X						
GONZAGA UNIVERSITY	17	16		X*	X*	X*	X*	X*		X		X*		X	X*	X	X	X	X	X	X*	X*
GOSHEN COLLEGE	22	2	X												X*							
GOUCHER COLLEGE	13	5			X		X*		X*	X*	X*											
GRACELAND COLLEGE	22	1												X								
GRAMBLING STATE UNIV	34	1											X									
GRAND CANYON COLLEGE	21	3												X			X*	X*				
GRAND RAPIDS BAPTIST COL	20	2	X*													X						
GRAND VALLEY STATE COLLEGE	8	1													X							
GRAND VIEW COLLEGE	11	18	X	X	X	X*	X	X*	X	X	X*	X*	X	X*	X	X*	X	X	X	X*		
GRAYSON COUNTY JUNIOR COL	27	13					X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*			
GREEN RIVER CMTY COLLEGE	29	1																X				
GREENFIELD CMTY COLLEGE	28	1																X				
GRINNELL COLLEGE	14	16	X*	X*	X*	X*	X*	X*	X*	X*				X		X	X	X	X*	X*	X*	X*
GROVE CITY COLLEGE	13	1					X*															
GUILFORD COLLEGE	23	19	X	X	X*	X	X	X	X	X*	X	X*	X	X	X*	X*	X*		X*	X*	X*	X*
GULF COAST JUNIOR COLLEGE	28	13			X*	X*	X*	X		X	X*	X*	X*	X*	X*	X*	X*	X				
GUSTAVUS ADOLPHUS COLLEGE	23	15	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*		X*				
GWYNEDD-MERCY COLLEGE	16	1											X*									
HAMILTON COLLEGE	14	18	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X*	X*	X*		
HAMLINE UNIVERSITY	23	20	X	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
HAMPDEN-SYDNEY COLLEGE	22	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*				
HAMPSHIRE COLLEGE	13	5								X		X	X	X	X							
HAMPTON INSTITUTE	35	2									X*						X*					
HARCUM JUNIOR COLLEGE	32	6	X*	X*	X*	X*	X*	X*														
HARDING COLLEGE	21	18	X	X	X	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
HARRIMAN COLLEGE	31	4									X*	X*	X*		X*							
HARRIS TEACHERS COLLEGE	7	2																X	X			
HARRISBURG AREA CMTY COL	29	4															X	X	X		X	
HARVARD UNIVERSITY	6	5																X	X	X	X	X
HARVEY MUDD COLLEGE	14	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*			X*	X*	X*	X*
HAVERFORD COLLEGE	14	16	X*	X*	X	X	X	X*			X*	X*			X*	X*	X*	X*	X*	X	X*	X*
HEIDELBERG COLLEGE	21	6				X		X*		X*		X*		X			X*					
HENDRIX COLLEGE	22	9	X*	X*	X*	X*	X*	X*	X*	X*	X											
HENRY FORD COMMUNITY COL	29	3																		X*	X*	X*
HERKIMER CO CMTY COLLEGE	28	13	X*		X*		X*		X*		X*	X		X	X	X*	X*	X	X	X*		
HIGHLAND COMMUNITY COLLEGE	27	6														X*	X	X	X*	X*	X*	
HILLSBOROUGH CMTY COLLEGE	28	1													X*							
HILLSDALE COLLEGE	12	1					X*															
HIRAM COLLEGE	12	16	X	X*	X*	X*	X*	X*	X	X	X	X*	X	X*	X*	X*	X*	X*				
HOBART & WILLIAM SMITH COL	14	11			X	X		X	X	X	X	X*	X	X*	X*	X*						
HOCKING TECHNICAL COLLEGE	29	4	X*					X	X						X							
HOFSTRA UNIVERSITY	4	11		X		X*		X*		X*	X*	X*	X*	X*	X*	X*	X*					
HOLLINS COLLEGE	13	16	X*	X	X	X*	X		X				X*	X	X	X	X	X*	X*	X*	X*	X*
HOLY CROSS JUNIOR COLLEGE	30	1																	X			
HOLY NAMES COLLEGE	17	9				X	X	X	X	X	X	X	X	X								
HOLY REDEEMER COLLEGE	19	3		X*	X	X*																
HOOD COLLEGE	13	10	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*										
HOPE COLLEGE	13	7			X							X	X	X*	X*	X*	X					

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
HOUGHTON COLLEGE	23	7	X	X	X*	X*	X	X	X													
HOUSTON BAPTIST COLLEGE	21	3																X	X*	X		
HOWARD COMMUNITY COLLEGE	26	2												X	X							
HOWARD UNIVERSITY	35	18		X*	X	X*	X	X	X	X*	X*	X*	X	X	X	X	X		X*	X	X	X
HUMPHREYS COLLEGE	30	16	X	X*	X*			X	X	X	X	X*	X*	X	X	X*	X*		X	X	X	
HUNTINGTON COLLEGE	21	14	X*				X*	X	X	X*		X	X*	X	X*	X*	X	X*	X*	X*		
HURON COLLEGE	20	10									X*	X*	X*	X	X*	X	X	X	X*	X*		
HUSTON TILLOTSON COLLEGE	35	4		X							X				X					X*		
IDAHO STATE UNIVERSITY	7	7										X	X					X	X*	X*	X	X*
ILLINOIS BENEDICTINE COL	17	4	X*		X*				X			X										
ILLINOIS CENTRAL COLLEGE	29	1																		X*		
ILLINOIS INST OF TECHNOLOGY	13	9	X	X	X			X										X*	X*	X*	X*	X*
IMMACULATA COLLEGE	12	2																			X*	X*
IMMACULATE HEART COLLEGE	17	8										X	X			X	X*		X	X*	X	X*
INDIAN RIVER JR COLLEGE	28	7							X						X*			X*	X	X*	X	X*
INDIANA CENTRAL UNIVERSITY	21	9	X*	X	X	X	X	X	X	X	X											
INDIANA INST OF TECH	12	5					X				X	X	X*	X								
INDIANA U AT BLOOMINGTON	1	11	X	X	X	X	X	X	X		X	X				X		X				
INDIANA UNIV-PURDUE	7	7						X	X	X	X	X	X	X								
INDIANA UNIVERSITY OF PA	9	1	X																			
INTERNATIONAL BUSINESS COL	32	1										X*										
INVER HILLS CMTY COLLEGE	28	1										X*										
IONA COLLEGE	17	1												X*								
IOWA ST U OF SCI & TECH	3	17	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X	X*		
IOWA WESLEYAN COLLEGE	21	20	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
ITASCA STATE JR COLLEGE	27	6			X*													X*	X*	X*	X*	X*
ITHACA COLLEGE	13	7									X	X	X	X	X	X	X*					
JACKSON STATE COLLEGE	34	11					X	X	X	X*	X	X	X	X	X	X	X					
JAMESTOWN BUSINESS COLLEGE	32	1										X*										
JAMESTOWN COMMUNITY COL	28	7	X		X*			X*			X*			X*			X				X	
JEFFERSON COMMUNITY COL	27	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*		
JEFFERSON TECHNICAL COLLEGE	27	1							X*													
JERSEY CITY STATE COLLEGE	7	1								X												
JOHN A GUPTON COLLEGE	30	2											X*		X							
JOHN BROWN UNIVERSITY	11	5	X*		X		X*			X*							X*					
JOHN TYLER CMTY COLLEGE	26	2																	X	X*		
JOHNS HOPKINS UNIVERSITY	6	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
JOHNSON C SMITH UNIVERSITY	35	19	X*	X*	X*	X*	X*	X*	X*	X*		X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
JOHNSTON COLLEGE	23	2												X*	X							
JUDSON COLLEGE	11	4					X	X*	X	X*												
JUNIATA COLLEGE	13	7		X*	X*	X*	X*	X*	X	X												
KALAMAZOO COLLEGE	13	13	X	X	X	X	X	X*	X*	X*	X*	X*	X	X*	X							
KALAMAZOO VALLEY CMTY COL	27	1											X									
KANSAS CITY ART INSTITUTE	11	12	X	X	X*	X*	X	X*	X*	X*	X*	X	X*			X						
KANSAS ST TEACHERS COLLEGE	7	1													X							
KANSAS WESLEYAN UNIVERSITY	21	11										X	X	X	X	X	X*	X*	X	X*	X*	X*
KEAN COLLEGE OF NEW JERSEY	8	7					X*	X*	X*	X*	X*			X	X							
KEENE STATE COLLEGE	7	8	X*	X*	X*	X*	X*	X*	X*	X*												
KENT ST U-ASHTABULA CAMPUS	27	3								X*	X*	X										
KENT ST U-E. LIVERPOOL	26	3								X*	X	X										
KENT ST U-GEAUGA CAMPUS	26	1										X										
KENT ST U-SALEM CAMPUS	25	5						X*	X*	X*	X	X*										
KENT ST U-STARK	28	3								X*	X*	X										
KENT ST U-TRUMBULL	28	7								X	X*	X	X	X*	X*	X*						
KENT ST U-TUSCARWAS	26	7							X*	X*	X*	X*	X*	X*	X*							
KENTUCKY STATE COLLEGE	7	16			X		X	X	X		X	X	X	X*	X	X*	X	X	X	X*	X	X*
KENTUCKY WESLEYAN COLLEGE	20	17	X	X	X*	X*	X*	X*	X*	X	X	X*		X	X		X	X*	X	X*	X*	
KENYON COLLEGE	13	6	X*	X*	X*	X*	X*		X*													
KEUKA COLLEGE	12	1		X																		
KEYSTONE JUNIOR COLLEGE	32	17	X*	X*	X*	X*	X*	X*	X*				X*	X*	X*	X*	X*	X*	X*	X*	X*	X*

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
KING COLLEGE	23	2		X						X*												
KING'S COLLEGE	12	5	X*	X	X*	X*	X*															
KIRKLAND COLLEGE	14	10									X*	X*	X*	X*	X*	X*	X	X*	X*	X*		
KIRTLAND COMMUNITY COLLEGE	25	1	X																			
KISHWAUKEE COLLEGE	27	13					X	X	X*	X*	X	X	X*	X	X*	X*	X	X*	X*			
KITTRELL COLLEGE	37	2												X*		X*						
KNOX COLLEGE	13	10	X*	X*	X	X	X	X	X*	X*	X*	X*										
KNOXVILLE COLLEGE	35	7						X	X*	X	X*		X		X					X*		
KUTZTOWN STATE COLLEGE	9	1																X				
LA ROCHE COLLEGE	16	5				X										X*	X	X	X*			
LA SALLE COLLEGE	18	12	X*	X*	X*	X*	X*	X		X		X	X	X*	X	X						
LA VERNE COLLEGE	21	12	X	X	X	X	X	X	X	X	X	X	X	X								
LABOURE JUNIOR COLLEGE	31	1											X									
LAFAYETTE COLLEGE	23	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
LAKE CITY JUNIOR COLLEGE	27	18	X	X*	X	X*	X*	X	X*	X	X*	X*	X	X*	X*	X*	X*			X	X*	X*
LAKE ERIE COLLEGE	12	5								X		X*	X*	X*	X*							
LAKE FOREST COLLEGE	23	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*
LAKE-SUMTER COMMUNITY COL	26	1								X*												
LAKELAND COLLEGE	21	15						X*	X	X*	X	X*	X	X*	X	X*	X*	X*	X*	X*	X*	X*
LAKELAND COMMUNITY COLLEGE	28	4	X	X													X*	X*				
LAKESHORE TECHNICAL INSTI	26	3											X	X*	X							
LAMAR UNIVERSITY-BEAUMONT	7	1	X																			
LAMBUTH COLLEGE	21	2		X*	X																	
LANDER COLLEGE	7	9	X*	X*	X*	X*	X*	X*	X*				X*	X								
LANGSTON UNIVERSITY	34	3													X	X	X					
LAREDO JUNIOR COLLEGE	28	5															X	X	X	X	X	
LAWRENCE UNIVERSITY	13	8	X*	X	X*	X*							X	X	X	X						
LE MOYNE COLLEGE	18	20	X	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*
LE MOYNE-OWEN COLLEGE	35	1													X							
LEA COLLEGE	14	1																X				
LEBANON VALLEY COLLEGE	23	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
LEE COLLEGE	20	1					X															
LEES JUNIOR COLLEGE	31	3													X*	X*	X*					
LEHIGH UNIVERSITY	6	9		X*	X*	X*	X*	X*	X*	X*	X*	X*										
LENOIR-RHYNE COLLEGE	21	11	X	X*	X	X					X*	X*	X*	X*	X*	X*	X*					
LESLEY COLLEGE	12	7	X*	X*	X*	X*	X*	X*	X*													
LEWIS & CLARK CMTY COL	26	1															X					
LEWIS AND CLARK COLLEGE	13	16	X*	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X	X*	X*				
LEWIS COLLEGE	12	7	X*	X*	X*	X*	X	X							X							
LINCOLN COLLEGE	31	3														X		X*	X*			
LINCOLN NEB TECH CMTY COL	27	1														X*						
LINCOLN UNIVERSITY	35	10	X*	X*	X	X*	X*									X*	X*	X*	X*	X*		
LINDENWOOD COLLEGE	21	13							X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	
LINFIELD COLLEGE	22	15	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X	X*	X	X					
LIVINGSTON COLLEGE	3	2					X	X														
LIVINGSTONE COLLEGE	35	10				X	X	X	X		X	X	X*	X	X	X*						
LOCK HAVEN STATE COLLEGE	7	19	X	X	X	X	X*	X*	X*	X*	X	X*	X	X*	X*	X*	X*	X*	X	X*	X*	
LONE MOUNTAIN COLLEGE	17	2											X				X					
LONGWOOD COLLEGE	7	18	X	X	X	X	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
LORAIN CO CMTY COLLEGE	28	4											X						X	X	X*	
LORETTO HEIGHTS COLLEGE	11	20	X*	X	X	X*	X*	X	X	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
LOS ANGELES BAPTIST COL	20	19	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*		X*	X*	X*
LOS ANGELES CITY COLLEGE	29	10							X	X	X	X	X*	X	X*	X*	X	X*				
LOS ANGELES HABOR COLLEGE	29	1												X								
LOS ANGELES PIERCE COLLEG	29	1												X								
LOS ANGELES SOUTHWEST COL	27	1												X								
LOS ANGELES TRADE-TECH COL	29	1												X								
LOS ANGELES VALLEY COLLEGE	29	1												X								
LOUISIANA COLLEGE	20	4	X*	X*					X*	X*												
LOUISIANA POLY INSTITUTE	7	7														X*	X	X	X	X*	X*	X*

Institution	Strati-fication Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
LOUISIANA ST U-ALEXANDRIA	28	17	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*			X*	X	
LOUISIANA ST U-NEW ORLEANS	7	2																		X*	X	
LOUISIANA ST U-SHREVEPORT	7	3					X*													X*	X	
LOUISIANA ST UNIV-EUNICE	27	8	X	X*	X*	X*			X*				X							X	X	
LOUISIANA ST UNIVERSITY	1	3																		X*	X	X*
LOYOLA COLLEGE	18	10	X*	X*	X*	X*	X*	X*	X*	X*	X	X*										
LOYOLA MARYMOUNT UNIVERSITY	4	3			X*	X*	X*															
LOYOLA UNIV-LOS ANGELES	17	8													X	X	X	X	X	X*	X*	X*
LOYOLA UNIVERSITY	4	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
LOYOLA UNIVERSITY	4	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X*	X	X		X*	X*			
LUTHER COLLEGE	23	12			X	X*	X	X*	X*	X*			X	X*	X*	X*	X*	X*				
LYNCHBURG COLLEGE	12	9	X*	X				X*	X*	X*	X	X	X			X						
MACALESTER COLLEGE	23	12	X*	X*	X*	X*	X*	X	X	X	X			X	X*		X					
MACCORMAC JR COLLEGE	31	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X*								
MACMURRAY COLLEGE	23	17	X	X*	X	X*	X	X*	X*				X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
MADISON AREA TECH COLLEGE	29	5			X*			X			X		X				X*					
MADISON COLLEGE	8	1															X*					
MADONNA COLLEGE	16	10										X	X		X*	X*	X*	X*	X*	X*	X*	X*
MAHARISHI INTERNATIONL	11	7	X	X*			X	X		X	X	X*										
MALLINCKRODT COLLEGE	30	1						X*														
MANATEE JUNIOR COLLEGE	29	14				X	X	X	X	X	X	X*	X*	X*	X*	X*	X*	X*	X			
MANCHESTER COLLEGE	21	11	X*	X	X*	X*			X*		X*		X*		X*	X*	X*	X*				
MANHATTAN COLLEGE	18	13	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X		X		X*					
MANHATTANVILLE COLLEGE	13	14	X	X*	X*	X*	X	X*	X*	X*	X*	X*	X*			X				X*		X
MANOR JUNIOR COLLEGE	31	6			X*	X	X*	X*	X*	X*												
MANSFIELD STATE COLLEGE	8	3												X*	X*	X*						
MARIA REGINA COLLEGE	31	8	X*	X*	X*	X*	X*	X*	X*	X*												
MARIAN COL OF FOND DU LAC	18	17				X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
MARIETTA COLLEGE	12	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
MARION COLLEGE	21	6	X*	X		X	X*	X*	X*													
MARIST COLLEGE	12	13	X		X	X*	X	X	X	X	X*	X	X	X	X*	X						
MARJORIE WEBSTER JUNIOR COL	32	1															X*					
MARLBORO COLLEGE	13	20	X	X	X	X	X	X	X	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
MARQUETTE UNIVERSITY	4	12	X*	X*	X*	X*	X*	X*	X*	X	X	X*	X*	X*								
MARS HILL COLLEGE	20	10					X*	X*	X*	X*	X*	X*	X*		X	X*	X*					
MARY BALDWIN COLLEGE	22	18	X	X*	X	X*	X*	X*	X	X*	X*	X	X	X	X	X	X			X*	X*	X*
MARY HOLMES JR COLLEGE	35	4	X	X									X*					X				
MARY MANSE COLLEGE	17	1													X							
MARY WASHINGTON COLLEGE	9	2												X*	X*							
MARYGROVE COLLEGE	16	2										X*	X*									
MARYKNOLL SEMINARY	18	3																	X*	X*	X*	
MARYLAND INST COL OF ART	11	12	X	X*	X*	X*	X*	X*	X*	X*	X	X		X*	X							
MARYMOUNT COLLEGE	17	7	X*	X*	X*	X*	X*	X	X													
MARYMOUNT COLLEGE	16	20	X*	X*	X*	X*	X*	X	X	X*	X	X	X	X	X	X	X*	X*	X*	X*	X*	X*
MARYMOUNT MANHATTAN COL	13	13	X	X*	X	X	X	X	X	X	X	X	X*	X	X							
MARYMOUNT OF VIRGINIA	19	7	X	X*	X*		X	X	X	X												
MARYVILLE COLLEGE	21	4			X		X*		X*					X*								
MARYWOOD COLLEGE	17	17	X	X*	X*	X*	X*	X*	X	X	X	X	X*	X*	X*	X*	X*	X*	X*			
MASSACHUSETTS BAY CMTY COL	29	8		X		X	X*	X*	X*	X*	X*	X*										
MASSACHUSETTS COLLEGE OF ART	8	1	X																			
MAYVILLE STATE COLLEGE	7	6	X*	X*	X*	X*	X*	X*														
MCKENDREE COLLEGE	20	6							X*	X*	X*	X*	X*	X								
MCPHERSON COLLEGE	20	20	X	X*	X*	X*	X*	X*	X*	X	X	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
MEDAILLE COLLEGE	11	16			X*	X*	X	X	X	X*	X		X	X*	X*	X*	X*	X*	X	X*		X
MEDGAR EVERS COLLEGE-CUNY	10	2									X*	X*										
MENLO COLLEGE	11	1												X								
MERCER COUNTY CMTY COLLEGE	29	6														X	X	X	X	X*	X*	
MERCY COLLEGE	12	1							X*													
MERCY COLLEGE OF DETROIT	16	9										X	X	X	X	X	X*	X*	X	X*		
MERCYHURST COLLEGE	16	18	X*	X*	X	X	X	X*	X	X	X*	X*	X	X	X*	X*			X	X*	X*	X*

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
MEREDITH COLLEGE	22	1												X*								
MERRIMACK COLLEGE	17	13	X	X*	X*	X*	X*	X*	X*					X	X*	X*	X*		X*	X*		
MESA COLLEGE	7	3																		X*	X	X*
METROPOLITAN JR COLLEGE	28	4															X*	X*	X	X		
MIAMI UNIVERSITY-OXFORD	3	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
MICHIGAN STATE UNIVERSITY	2	6				X											X		X*	X*	X*	X*
MID AMERICA NAZARENE COL	20	13	X*	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*							
MIDDLEBURY COLLEGE	14	19		X	X	X	X	X	X	X	X	X	X	X	X*	X*	X	X*	X*	X*	X*	X*
MIDDLESEX COMMUNITY COLLEGE	28	6			X*	X*	X*	X*	X*	X*												
MIDDLESEX COUNTY COLLEGE	29	7											X*	X	X*	X*		X	X*	X*		
MIDWAY JUNIOR COLLEGE	31	16	X*	X	X*	X*	X*		X*		X	X*	X	X	X*	X*	X*	X*	X*	X*		
MIDWESTERN STATE UNIVERSITY	8	1						X														
MILLERSVILLE UNIV OF PENNA	9	1	X																			
MILLIGAN COLLEGE	11	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*		
MILLS COLLEGE	13	18	X*	X*	X	X	X	X	X*		X*	X*	X	X		X	X	X*	X	X*	X*	X*
MILLSAPS COLLEGE	22	8											X	X	X	X*	X	X	X*	X*		
MILTON COLLEGE	11	6													X	X*	X	X	X*	X		
MILW SCHOOL OF ENGINEERING	12	1	X																			
MIRA COSTA COLLEGE	27	3													X					X	X	
MISSISSIPPI COLLEGE	22	12	X	X	X	X	X	X	X	X	X*	X	X	X								
MISSISSIPPI ST C FOR WOMEN	8	1															X					
MISSISSIPPI STATE UNIV	2	1												X								
MISSOURI BAPT COL-ST LOUIS	15	4													X	X	X	X				
MISSOURI BAPTIST COLLEGE	31	10								X*			X*	X*	X*	X*	X*	X*	X*	X*	X*	
MISSOURI VALLEY COLLEGE	21	6							X*	X*	X*	X	X*	X*								
MODESTO JUNIOR COLLEGE	29	5												X*		X		X		X*	X*	
MOHAWK VALLEY CMTY COLLEGE	29	1											X*									
MOLLOY COLLEGE	17	5			X	X	X*	X						X								
MONMOUTH COLLEGE	21	15			X*	X*	X*	X*	X*				X*	X	X*	X*	X*	X*	X*	X*	X*	X*
MONMOUTH COLLEGE	11	3	X*	X*	X																	
MONROE CO CMTY COLLEGE	27	1									X											
MONTANA STATE UNIVERSITY	1	13	X*	X*								X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
MONTANA TECHNICAL COLLEGE	7	5		X	X*	X*	X			X												
MONTCLAIR STATE COLLEGE	8	11			X				X	X	X	X	X					X	X	X	X*	X*
MONTGOMERY COUNTY CMTY COL	29	1															X*					
MONTICELLO COLLEGE	11	4																X	X*	X*	X*	
MOORHEAD STATE UNIVERSITY	8	1	X																			
MOORPARK JUNIOR COLLEGE	28	4															X	X	X	X		
MORAVIAN COLLEGE	23	1												X								
MOREHEAD STATE UNIVERSITY	7	2	X												X							
MOREHOUSE COLLEGE	35	18	X*	X*	X*	X*	X*	X*	X*	X	X	X*	X	X	X	X	X			X*	X*	X*
MORGAN STATE COLLEGE	34	16	X	X		X*	X*	X*	X*	X*	X*	X*	X	X	X*	X	X				X*	X*
MORNINGSIDE COLLEGE	22	17	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X*	X*			
MORRIS BROWN COLLEGE	35	7													X*	X*	X*		X	X*	X	X
MORRIS HARVEY COLLEGE	11	8												X	X		X	X	X*	X*	X*	X*
MORRISTOWN COLLEGE	37	3									X*		X*					X*				
MOUNT HOLYOKE COLLEGE	14	20	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
MOUNT MARY COLLEGE	16	2	X	X																		
MOUNT MERCY COLLEGE	16	1											X*									
MOUNT OLIVE JUNIOR COLLEGE	31	14	X*	X*	X*	X*				X*	X*	X*	X*	X*	X*	X*	X*	X*	X*			
MOUNT SAINT CLARE COLLEGE	19	6	X	X*	X*	X*	X*	X*														
MOUNT SAINT MARY COLLEGE	11	15	X	X*	X	X	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*					
MOUNT SAINT MARY'S COLLEGE	17	7	X*	X*	X*	X	X*			X*			X									
MOUNT SAINT MARYS COLLEGE	16	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*		
MOUNT SAINT SCHOLASTICA COL	16	4															X*	X*	X*	X*		
MOUNT SAN ANTONIO COLLEGE	29	12									X*	X*	X*	X*	X	X	X	X	X	X*	X*	X*
MOUNT UNION COLLEGE	22	5						X*				X*	X*	X*	X*							
MOUNT VERNON COLLEGE	12	9	X*	X*	X*	X*	X*	X*	X*	X*	X*											
MOUNT VERNON NAZARENE COLL	20	9	X*	X	X*	X*	X*	X*	X*	X*	X											
MPLS COL OF ART AND DESIGN	11	2	X	X																		

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Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
MUHLENBERG COLLEGE	23	1				X*																
MUNDELEIN COLLEGE	12	14	X*	X	X*	X	X	X	X	X*	X	X	X*	X*	X			X				
MUSKINGUM COLLEGE	22	5	X*								X*	X*	X*	X*								
N.C. SCHOOL OF ARTS	8	2													X	X						
N.C. WESLEYAN COLLEGE	21	17	X	X	X	X	X	X*	X*	X*	X	X		X*	X*	X*	X*	X*	X*	X*		
NAPA COLLEGE	27	3														X				X*	X*	
NASSAU COMMUNITY COLLEGE	29	2							X						X*							
NASSON COLLEGE	12	2									X	X*										
NATHANIEL HAWTHORNE COL	31	4												X	X	X	X*					
NATIONAL COLLEGE OF EDUC	11	13						X	X*	X*		X*		X	X*	X	X*	X	X*	X*	X*	X*
NAZARETH COL OF ROCHESTER	12	20	X*	X*	X*	X*	X*	X*	X	X*	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*
NAZARETH COLLEGE	11	10										X	X*		X	X*	X	X	X*	X*	X*	X*
NEBRASKA WESLEYAN UNIVERSITY	12	5		X*	X*	X*	X*	X														
NEW COLLEGE	7	3	X*											X*	X*							
NEW HAMPSHIRE COLLEGE	11	1													X*							
NEW JERSEY INST OF TECH	9	20	X	X*	X	X	X	X	X*	X*	X*	X	X*	X*	X	X*	X*	X*	X*	X*	X*	X*
NEW MEX STATE UNIVERSITY	1	7														X	X	X	X*	X	X*	X*
NEW MEXICO HIGHLANDS UNIV	7	1					X															
NEW MEXICO JR COLLEGE	27	9					X*	X	X*	X*	X*		X*	X	X	X*						
NEW MEXICO MILITARY INSTITUT	27	1	X																			
NEW MEXICO ST U-CARLSBAD	25	2									X*	X*										
NEW MEXICO ST UNIV-ALAM.	26	5										X	X	X	X	X*						
NEW RIVER COMMUNITY COLLEGE	26	1										X*										
NEW YORK UNIVERSITY	5	7												X	X	X	X		X	X		X
NEWARK COL OF ARTS & SCIENCE	3	4								X*	X*	X*	X									
NEWBURY JUNIOR COLLEGE	32	2									X	X										
NEWTON COLLEGE	18	8													X	X*	X	X*	X*	X*	X*	X*
NIAGARA COUNTY CMTY COLLEGE	28	9		X										X*	X*	X*	X	X*	X*	X*	X*	
NORTH ADAMS STATE COLLEGE	8	4	X	X	X*	X																
NORTH CAROLINA A&T STATE U	34	16	X	X	X	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X				
NORTH CENTRAL COLLEGE	22	1							X													
NORTH DAKOTA STATE UNIV	2	7	X*					X*				X*		X*			X*				X*	X*
NORTH FLORIDA JUNIOR COLLEGE	25	4				X*	X*	X	X*													
NORTH GREENVILLE JR COL	32	13					X*	X	X*	X*	X*	X*	X*	X*				X*	X*	X*	X*	X*
NORTH SHORE CMTY COLLEGE	28	6	X*	X*	X	X*	X	X*														
NORTHAMPTON CO AREA C COL	28	17	X	X	X	X*	X	X*	X*	X*	X	X	X	X*	X*	X		X*	X*	X*		
NORTHEAST MISSOURI ST UNIV	7	4	X*	X								X	X*									
NORTHEASTERN - BURLINGTON	28	2																		X*	X*	
NORTHEASTERN CHRISTIAN JC	31	4													X*				X	X*	X*	
NORTHEASTERN ILLINOIS UNIV	7	10	X	X	X	X*	X	X	X*	X	X*	X										
NORTHEASTERN JR COLLEGE	27	2														X*	X*					
NORTHEASTERN ST COLLEGE	7	9	X*	X*	X*	X*	X*				X	X*	X		X*							
NORTHEASTERN UNIVERSITY	4	20	X	X*	X*	X	X*	X	X*	X	X*	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X*
NORTHERN ESSEX CMTY COL	29	9	X	X	X	X		X	X	X					X					X		
NORTHERN ILLINOIS UNIVERSITY	2	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*									
NORTHERN MICHIGAN UNIV	7	1															X*					
NORTHERN NEW MEXICO CMTY COL	25	1							X*													
NORTHLAND COLLEGE	12	16					X	X	X*	X*	X	X*	X	X*	X	X*	X*	X*	X*	X*	X*	X*
NORTHWEST CMTY COLLEGE	27	3													X*	X*		X*				
NORTHWEST COLLEGE	24	1												X*								
NORTHWEST MISSOURI ST COL	7	17	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X*				X	X*	X*	X	X*
NORTHWESTERN COLLEGE	22	12	X*	X*	X	X	X*	X*	X*	X*	X	X*	X*	X*								
NORTHWESTERN UNIVERSITY	6	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X*
NOTRE DAME COLLEGE	16	4						X*	X*	X*	X*											
NOTRE DAME COLLEGE	16	6	X*	X*	X*	X*	X	X														
NYACK COLLEGE	21	2		X*	X																	
OAKLAND CITY COLLEGE	20	7	X				X	X	X							X					X*	X*
OAKLAND UNIVERSITY	8	19	X*	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X*	X	X*		X	X*	X*	X*	X*
OAKTON COMMUNITY COLLEGE	28	1				X																
OAKWOOD COLLEGE	35	1													X							

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
OBERLIN COLLEGE	14	16	X*	X*	X*	X*	X	X*		X	X	X	X	X*	X*				X*	X*	X*	X*
OCCIDENTAL COLLEGE	14	19	X*	X*		X	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X*	X*	X*
OHIO DOMINICAN COLLEGE	16	20	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
OHIO NORTHERN UNIVERSITY	22	7										X	X	X	X	X*	X	X*				
OHIO STATE U	1	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*			X*	X*	X*	X*
OHIO STATE U-LIMA	27	1						X*														
OHIO STATE U-MANSFIELD	27	1						X*														
OHIO STATE U-MARION	7	6	X*	X*	X*	X	X*	X*														
OHIO STATE U-NEWARK	27	1						X*														
OHIO TECHNICAL COLLEGE	11	18	X	X	X	X*	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X	X*	X*	X*		
OHIO U-CHILLOCOTHE	25	15	X*	X*	X*	X*	X*	X	X*	X	X	X*	X*	X*	X*	X*	X*					
OHIO UERSTY-ZANESVILLE	26	1															X					
OHIO UNIVERSITY	2	3															X		X	X*		
OHIO WESLEYAN UNIVERSITY	22	15	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*					
OKLAHOMA BAPTIST UNIV	21	5	X*					X	X	X	X*											
OKLAHOMA CHRISTIAN COLLEGE	11	9										X*	X	X	X	X*	X*	X*	X*	X		
OKLAHOMA CITY UNIVERSITY	23	2	X*	X																		
OKLAHOMA STATE UNIVERSITY	1	7	X												X*	X*	X*			X*	X*	X*
OLD DOMINION UNIVERSITY	8	5	X											X	X*	X*	X*					
OLIVET COLLEGE	12	1														X						
OLIVET NAZARENE COLLEGE	21	2													X	X						
ORAL ROBERTS UNIVERSITY	12	9					X	X*	X*	X*	X*	X*	X*	X*					X			
ORANGE COAST COLLEGE	29	15					X	X	X*	X	X	X*	X	X*	X	X		X	X*	X	X*	X*
OREGON STATE UNIVERSITY	1	2																			X	X
OTIS PARSONS ART INSTITUTE	11	1	X																			
OTTAWA UNIVERSITY	21	11							X*	X*	X*	X*		X*	X*	X*	X*	X*	X*	X*		
OTTERBEIN COLLEGE	22	13	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*							
OUR LADY OF THE LAKE COL	16	13	X*							X	X	X	X	X*		X	X*	X*	X*	X	X*	X*
PACE COLLEGE	12	13				X		X		X*		X	X	X	X	X*	X*	X	X*		X	X
PACE UNIV-WESTCHESTER	11	6		X*				X*		X		X		X				X				
PACIFIC UNION COLLEGE	21	1											X*									
PACIFIC UNIVERSITY	12	14	X*	X	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*						
PACKER COLLEGIATE INST	30	5															X*	X*	X	X*	X*	
PADUCAH JUNIOR COLLEGE	16	3																X	X*	X*		
PAINE COLLEGE	35	1	X																			
PALMER JUNIOR COLLEGE	31	1											X									
PARK COLLEGE	20	9	X*								X*	X*	X	X	X	X				X*	X*	
PARKS COLLEGE OF ST LOUIS	11	9					X*	X	X*	X	X	X	X*	X	X							
PARSONS COLLEGE	22	5														X*	X	X*	X*	X*		
PASSAIC COMMUNITY COLLEGE	27	2												X	X							
PATRICK HENRY COMMUNITY COL	26	1										X*										
PENN ST U-ALLENTOWN	25	11	X	X*	X*	X*	X*	X*	X*	X*	X*	X*								X*		
PENN ST U-ALTOONA	28	10		X*	X*	X*	X*	X*	X*	X*	X*	X*								X		
PENN ST U-BEAVER	27	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X								X		
PENN ST U-BEHRENDS	8	11	X	X*	X*	X*	X	X	X	X*	X*	X								X		
PENN ST U-BERKS	27	11	X	X	X	X*	X*	X*	X*	X*	X*	X*								X		
PENN ST U-CAPITOL	6	2																X	X			
PENN ST U-DELAWARE	27	11	X*	X*	X*	X*	X*	X*	X	X*	X	X*								X		
PENN ST U-DUBOIS	25	12	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*							X		
PENN ST U-FAYETTE	25	10	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*										
PENN ST U-HAZLETON	28	12	X*	X*	X*	X*	X*	X	X*	X	X	X*	X*							X		
PENN ST U-MAIN CAMPUS	2	16	X	X	X	X	X	X	X*	X*	X	X*			X	X		X	X	X		X*
PENN ST U-MCKEESPORT	7	10	X*	X	X	X*	X	X	X*	X*	X*	X*										
PENN ST U-MOUNT ALTO	27	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X								X		
PENN ST U-NEW KENSINGTON	27	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*								X		
PENN ST U-OGONTZ	28	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*								X		
PENN ST U-SCHENANGO VALLEY	25	12	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X							X		
PENN ST U-SCHULYHILL	25	11	X*	X*	X*	X*	X*	X*	X*	X	X	X								X		
PENN ST U-SCRANTON	27	13	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*				X*			X		
PENN ST U-WILKES BARRE	25	12	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*					X*			X*		

Institution	Strati-fication Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
PENN ST U-YORK	27	12	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*					X*			X		
PEPPERDINE COLLEGE	12	16	X	X	X	X	X			X	X*	X	X*	X*	X*	X	X	X	X*	X*		
PERU STATE COLLEGE	7	8								X*				X		X	X		X*	X*	X*	X*
PFEIFFER COLLEGE	20	2												X*	X*							
PHILA COLLEGE OF ART	12	13	X*	X*	X*	X*	X	X	X	X	X	X			X	X*	X*					
PHILA COLLEGE OF BIBLE	11	8									X*	X*	X	X	X		X*	X*	X*			
PHILA COLLEGE OF TEX & SCI	13	15	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X	X	X	X	X					
PHILA COLLEGE PHAR & SCI	13	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*				
PHILANDER SMITH COLLEGE	35	6													X*	X	X*	X*	X*	X*		
PHILLIPS UNIVERSITY	22	2												X*	X*							
PIKEVILLE COLLEGE	20	2	X*	X																		
PINE MANOR COLLEGE	11	18	X*	X	X*	X*	X*	X	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X*		
PITT TECHNICAL INSTITUTE	27	9								X	X	X	X	X	X	X*		X	X			
PITTSBURGH STATE UNIVERSITY	7	4			X*	X*	X*	X*														
PITZER COLLEGE	13	12	X*	X*	X	X	X*	X	X	X	X*	X	X							X*		
POINT PARK COL	11	1												X								
POLYTECHNIC INST OF N.Y.	14	19	X	X	X	X	X	X		X*	X	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
POMONA COLLEGE	14	8		X								X*	X	X	X	X			X	X*		
PRAIRIE STATE COLLEGE	29	13							X	X	X	X*	X	X*	X	X*	X	X	X*		X	X*
PRATT INSTITUTE	4	9										X		X	X	X	X	X		X*	X*	X*
PRESBYTERIAN COLLEGE	22	4		X	X*			X*				X*										
PRESCOTT COLLEGE	13	3												X	X*	X*						
PRINCETON UNIVERSITY	6	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
PROVIDENCE COLLEGE	18	3													X*	X	X*					
PURDUE UNIVERSITY	2	5																X	X	X	X	X
QUEENS COLLEGE	21	9				X*	X	X*	X	X*	X*	X*	X*	X*								
QUINCY COLLEGE	17	8	X	X*	X*	X*	X*	X*	X*	X*												
QUINNIPIAC COLLEGE	11	2	X	X																		
QUINSIGAMOND CMTY COLLEGE	28	7	X	X*													X*	X*	X*	X*	X	
RADCLIFFE COLLEGE	6	3																	X	X*		X
RADFORD UNIVERSITY	7	1	X																			
RAINEY RIVER ST JR COLLEGE	25	13	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*						X*		
RAMAPO COL OF NEW JERSEY	8	8	X						X			X	X	X	X	X*	X					
RANDOLPH MACON WOMANS COL	23	17	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X*		
RANDOLPH-MACON COLLEGE	23	9	X*	X*			X*	X*					X*	X*	X*	X*	X*					
RANGER COLLEGE	26	6														X*	X*	X	X*	X*	X	
RAPPAHANNOCK CMTY COL	26	1										X										
REED COLLEGE	14	18	X	X	X	X	X*	X	X	X	X*	X	X*	X	X*	X*	X		X*	X*		X
REGIS COLLEGE	16	4		X*		X*		X*	X													
REGIS COLLEGE	13	19	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	
REINHARDT COLLEGE	31	8	X									X*	X*	X*	X*	X*	X	X*				
RENSSELAER POLY INSTITUTE	6	7						X*				X*	X*	X*	X	X*	X*					
RHODE ISLAND CMTY COLLEGE	29	4							X*	X	X*	X										
RHODE ISLAND COLLEGE	8	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*
RHODE ISLAND SCH OF DESIGN	13	12	X*	X*	X*	X*	X*	X*		X	X*	X*								X*	X	X*
RICE UNIVERSITY	6	10			X		X		X*	X*	X	X*		X*	X*	X*	X*					
RICHARD BLAND COLLEGE	26	2											X*	X*								
RICKS COLLEGE	33	2																			X*	X*
RIDER COLLEGE	12	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*
RINGLING SCHOOL OF ART DSGN	11	1	X																			
RIO GRANDE COLLEGE	11	1															X					
RIPON COLLEGE	13	1					X															
ROANOKE CHOWAN TECH INST	25	5				X	X	X*	X*	X												
ROANOKE COLLEGE	22	4	X*							X	X*	X*										
ROBERT MORRIS COLLEGE	11	7	X*	X*	X	X	X	X	X													
ROBERTS WESLEYAN COLLEGE	22	2	X*											X*								
ROCHESTER INST OF TECH	12	2	X													X						
ROCKFORD COLLEGE	13	20	X	X	X*	X	X	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X*	X*
ROCKHURST COLLEGE	16	18	X	X	X*	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*		
ROGER WILLIAMS COLLEGE	11	7											X	X	X		X	X	X*	X		

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
ROLLINS COLLEGE	13	14	X*	X*	X*	X*	X*	X*	X	X	X							X*	X*	X*	X*	X*
ROSARY COLLEGE	17	14	X*	X*	X*	X*	X*	X	X	X*	X*	X	X*	X	X*	X*						
ROSEMONT COLLEGE	17	3										X	X*	X*								
RUSSELL SAGE COLLEGE	12	15	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*					
RUTGERS-CAMDEN COLLEGE	8	8	X*	X*	X*		X*	X	X	X*	X*											
SACRAMENTO CITY COLLEGE	29	1																				X
SACRED HEART UNIVERSITY	16	5										X	X*	X	X	X						
SAGINAW VALLEY ST	8	2								X*	X											
SAINT ALPHONSUS COLLEGE	19	3					X	X	X*													
SAINT ANDREWS PRESBYTERIAN C	22	13	X*	X	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*							
SAINT ANSELM'S COLLEGE	17	2														X*	X*					
SAINT AUGUSTINES COLLEGE	35	1															X					
SAINT BENEDICT COLLEGE	16	2																	X*	X*		
SAINT CATHARINE JR COLLEGE	30	14	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*						
SAINT EDWARDS UNIVERSITY	16	19	X*	X*	X*	X	X	X	X*	X*	X*	X*	X	X*	X*		X*	X*	X*	X*	X*	X*
SAINT FRANCIS COLLEGE	17	10	X	X*	X	X	X*	X	X	X*	X*				X							
SAINT JOHN COL OF CLEVELAND	17	9												X*	X*	X*	X*	X*	X*	X*	X	X*
SAINT JOHN FISHER COL INC	18	11										X	X	X	X	X*	X*	X*	X*	X*	X*	X*
SAINT JOHN'S COLL-SANTA FE	14	1															X*					
SAINT JOHN'S COLLEGE	12	13	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*							
SAINT JOHNS UNIVERSITY	4	4											X	X*	X*	X*						
SAINT JOHNS UNIVERSITY	18	18	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
SAINT JOSEPH COLLEGE	17	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
SAINT JOSEPH'S COLLEGE	18	5								X				X*	X*	X*	X*					
SAINT LAWRENCE SEMINARY	30	3																	X*	X*	X*	
SAINT LAWRENCE UNIVERSITY	13	5	X*			X*				X*				X			X*					
SAINT LEO COLLEGE	16	3						X	X	X												
SAINT LOUIS INST OF MUSIC	15	2												X	X							
SAINT LOUIS UNIVERSITY	4	13			X				X			X	X*	X	X	X*	X	X*	X*	X*	X*	X*
SAINT MARY COLLEGE	17	14	X*	X*	X*	X*	X	X*	X*	X	X*	X*	X*	X*	X*	X*						
SAINT MARY OF THE PLAINS COL	16	13	X*	X	X*	X*	X*	X	X*	X	X*	X*	X*	X*	X							
SAINT MARY'S COLLEGE	18	12	X	X	X		X*	X*	X*	X	X*	X*	X*	X*	X*							
SAINT MARY'S JUNIOR COLLEGE	31	1													X*							
SAINT MARY'S UNIVERSITY	16	5							X*	X	X*	X	X*									
SAINT MARYS COL OF O'FALLON	30	9				X			X	X	X	X	X*	X*	X	X*						
SAINT MARYS COLLEGE	16	15	X	X	X	X*	X*	X*	X	X	X	X	X*	X*				X*	X*	X*		
SAINT MARYS COLLEGE OF CALIF	18	19	X*	X*	X*	X	X	X	X	X	X	X*	X*	X*	X*	X*	X*	X*	X	X*		X
SAINT MARYS COLLEGE OF MD	7	17	X	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X			X*		X*	X*	X*
SAINT MARYS DOMINICAN COLL	17	14							X	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
SAINT MEINRAD SEMINARY	16	20	X*	X*	X*	X*	X	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
SAINT NORBERT COLLEGE	17	20	X	X	X	X	X	X	X*	X	X*	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X*
SAINT OLAF COLLEGE	23	2					X*		X*													
SAINT PAUL'S COLLEGE	30	14	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*						
SAINT PETER'S COLLEGE	16	2						X*	X*													
SAINT PETERSBURG JR COLLEGE	29	2													X							X*
SAINT PIUS X SEMINARY	31	1																				X*
SAINT VINCENT COLLEGE	17	4	X*	X	X	X*																
SAINT XAVIER COLLEGE	16	8										X*	X	X	X	X*	X	X*	X*			
SALEM COLLEGE	11	4							X*	X	X	X*										
SALEM COLLEGE	23	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*
SALEM COMMUNITY COLLEGE	31	1								X*												
SALISBURY STATE COLLEGE	7	4												X	X	X*	X*					
SALVE REGINA COLLEGE	16	1										X*										
SAM HOUSTON STATE UNIV	7	4											X	X*	X*	X						
SAN FRANCISCO ART INSTITUTE	13	3	X									X		X								
SAN FRANCISCO CONS MUSIC	15	0																				
SAN JOSE CITY COLLEGE	29	1																				X*
SAN LUIS REY COLLEGE	18	3																		X*	X*	X*
SANTA BARBARA CITY COLLEGE	29	3																X		X*		X*
SARAH LAWRENCE COLLEGE	14	7								X	X	X		X*	X*	X*	X*					

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
SCHENECTADY CO CMTY COL	27	6							X	X*		X*		X*	X*	X						
SCHL OF MUSEUM OF FINE ARTS	11	1	X																			
SCHOOL OF VISUAL ARTS	11	1	X																			
SCHREINER INSTITUTE	31	15	X*	X	X*	X		X*	X*	X*	X	X	X*	X	X*	X*	X*	X*				
SCRIPPS COLLEGE	13	18	X	X	X*	X	X	X	X	X	X	X	X*	X	X	X	X	X	X	X*		
SEATTLE PACIFIC COLLGE	22	10	X	X	X	X	X*	X*	X	X	X	X										
SEATTLE UNIVERSITY	17	14	X	X	X	X*	X*	X*	X	X	X	X							X*	X	X*	X*
SETON HALL UNIVERSITY	4	8		X							X	X	X	X*	X	X	X*					
SETON HILL COLLEGE	17	4	X	X*								X*				X						
SHAW COLLEGE AT DETROIT	24	1													X							
SHAW UNIVERSITY	35	5						X	X	X			X*		X							
SHEPHERD COLLEGE	7	3														X	X	X*				
SHIPPENSBURG STATE COLLEGE	8	6	X*		X*	X*	X*	X					X*									
SIENA COLLEGE	18	2									X*						X*					
SIENA HEIGHTS COLLEGE	16	1										X										
SILVER LAKE COLLEGE	16	5					X	X*	X*	X*	X											
SIMMONS COLLEGE	13	13	X	X	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*							
SIMON'S ROCK	15	6								X*	X*	X	X*	X*	X*							
SIMPSON COLLEGE	20	1												X*								
SIMPSON COLLEGE	21	16	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X*	X*	X*	X*				
SINCLAIR CMTY COLLEGE	28	5															X*	X*	X*	X*	X*	
SIOUX FALLS COLLEGE	22	2											X*	X								
SKIDMORE COLLEGE	13	11	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*									
SLIPPERY ROCK STATE COLLEGE	8	3					X*	X		X												
SMITH COLLEGE	14	10	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*										
SNOW COLLEGE	27	2		X					X*													
SOMERSET CO COLLEGE	28	4							X	X*		X	X*									
SOUTH CAROLINA ST COLLEGE	34	8								X*	X*	X*	X	X	X*	X	X*					
SOUTHAMPTON COLLEGE	12	13	X	X	X	X	X*	X	X*	X	X*	X*	X	X	X							
SOUTHEAST MISSOURI ST U	7	6	X	X							X	X	X		X							
SOUTHEASTERN MASS UNIV	8	6	X*		X*									X*	X	X*	X*					
SOUTHERN ARKANSAS UNIVERSITY	7	17	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*			
SOUTHERN BAPTIST COLLEGE	31	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X									
SOUTHERN COLORADO ST COL	7	3				X															X*	X*
SOUTHERN ILL UNIV-EDS.	8	14	X*	X*	X*	X	X	X	X			X	X	X	X	X*	X*	X*				
SOUTHERN ILL UNIVERSITY	1	7											X		X		X*		X*	X*	X*	X
SOUTHERN METHODIST UNIV	5	10										X	X*	X	X	X	X	X	X*	X*		X
SOUTHERN OREGON COLLEGE	7	1												X								
SOUTHERN SEMINARY JR COLLEGE	31	3					X*			X*	X*											
SOUTHERN STATE COLLEGE	7	4											X	X*	X*		X*					
SOUTHERN UNIV IN NEW ORLEANS	34	1						X*														
SOUTHERN UNIVERSITY	34	3												X	X*	X*						
SOUTHWEST MINN STATE COL	7	9										X	X	X	X	X	X*	X*	X	X*		
SOUTHWESTERN AT MEMPHIS	23	2	X*											X*								
SOUTHWESTERN COLLEGE	22	13	X*	X	X	X	X	X	X*	X*	X*	X*	X*	X*	X							
SOUTHWESTERN UNION COLLEGE	20	1											X									
SOUTHWESTERN UNIVERSITY	12	11	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*									
SPALDING COLLEGE	17	11	X*	X*								X	X	X	X	X*	X*			X*	X*	X*
SPELMAN COLLEGE	35	18	X*	X	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*		
SPRING ARBOR COLLEGE	21	9	X*	X*	X*	X*	X*	X*	X*	X*	X*											
SPRING HILL COLLEGE	17	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
SPRINGFIELD COLLEGE	12	9										X	X			X*	X	X*	X*	X*	X*	X*
SPRINGFIELD COLLEGE IN ILL	31	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*		
ST BONAVENTURE UNIVERSITY	17	1	X																			
ST MARTIN'S COLLEGE	16	1												X*								
STANFORD UNIVERSITY	6	13	X*	X*	X*	X*	X*	X*	X*	X*	X*								X	X	X	X*
STARK TECHNICAL COLLEGE	27	1											X*									
STEPHEN F. AUSTIN ST UNIV	7	1														X						
STEPHENS COLLEGE	11	20	X*	X*	X*	X*	X*	X*	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
STETSON UNIVERSITY	23	8	X	X*	X*	X	X	X*	X								X*					

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
STEVENS INSTITUTE OF TECH	13	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X*	X*
STOCKTON STATE COLLEGE	7	5		X							X*	X*	X*	X								
SUE BENNETT COLLEGE	31	8	X	X*	X*	X*	X*							X*	X*	X*						
SUFFOLK UNIVERSITY	11	2	X*	X																		
SULLIVAN COUNTY CMTY COL	28	3						X*	X										X			
SUNY A&T AT ALFRED	29	17	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*			X*	X*	X	X	X*	X*	
SUNY A&T AT CANTON	29	3					X		X	X*												
SUNY A&T AT COBLESKILL	29	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*				X*	
SUNY A&T AT DEHLI	29	19	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	
SUNY A&T AT MORRISVILLE	29	1					X*															
SUNY AT ALBANY	3	1								X*												
SUNY AT BINGHAMTON	3	11	X*	X*	X*	X*	X*	X*	X*	X*	X	X	X									
SUNY AT BUFFALO	3	5	X*	X*	X*	X*		X*														
SUNY AT STONY BROOK	3	18	X	X*	X*	X*	X*	X	X	X	X	X	X	X	X	X	X			X*	X*	X*
SUNY COLLEGE AT BROCKPORT	8	17	X*	X	X	X*	X	X	X*	X	X	X*	X*		X	X*	X*	X*	X*	X*		
SUNY COLLEGE AT BUFFALO	9	3			X*	X*	X*															
SUNY COLLEGE AT CORTLAND	9	7													X*	X*	X		X	X*	X*	X*
SUNY COLLEGE AT FREDONIA	8	3						X	X	X												
SUNY COLLEGE AT GENESEO	9	18	X*	X*	X*	X	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
SUNY COLLEGE AT NEW PALTZ	8	4				X	X*	X*	X*													
SUNY COLLEGE AT OLD WESTBURY	10	2							X				X*									
SUNY COLLEGE AT OSWEGO	9	12				X						X*	X	X*	X*	X	X	X	X*	X*	X*	X*
SUNY COLLEGE AT POTSDAM	9	17	X	X*	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X	X*				X*	X*	X*
SUNY COLLEGE AT PURCHASE	9	3		X*	X*	X*																
SUOMI COLLEGE	32	12			X*		X*	X*			X*	X	X*	X*	X*	X*	X*	X*	X*			
SUSQUEHANNA UNIVERSITY	23	10	X*	X*	X*	X*	X*	X*						X*	X*	X*	X*					
SWAIN SCHOOL OF DESIGN	11	2					X*	X*														
SWARTHMORE COLLEGE	14	20	X*	X*	X*	X*	X*	X	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
SWEET BRIAR COLLEGE	13	17		X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
T.A. LAWSON STATE JR COL	34	12	X		X		X*	X*	X	X*	X*	X*			X*	X*	X*	X*				
TAFT COLLEGE	25	1	X																			
TALLADEGA COLLEGE	35	16		X	X*	X*	X	X*	X*	X	X*	X	X		X*	X*	X*	X*	X*	X*		
TARKIO COLLEGE	21	5																X	X*	X*	X	X
TENNESSEE ST UNIVERSITY	34	2								X							X*					
TEXAS A&I UNIVERSITY	7	1										X										
TEXAS CHRISTIAN UNIVERSITY	4	19	X*	X*	X*	X*	X*	X*		X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
TEXAS COLLEGE	35	1	X																			
TEXAS LUTHERAN COLLEGE	21	1	X																			
TEXAS SOUTHERN UNIVERSITY	34	6		X		X	X*	X	X				X									
TEXAS TECHNOLOGICAL UNIV	1	8		X*		X*	X*											X	X	X	X*	X*
TEXAS WESLEYAN COLLEGE	20	4	X*	X*	X*									X*								
TEXAS WOMAN'S UNIVERSITY	1	1								X*												
THE ATLANTA COLLEGE OF ART	11	1	X																			
THE BENEDICTINE COLLEGE	16	14	X*	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X*	X*	X*						
THE COLLEGE OF STATEN ISLAND	29	14	X*		X	X	X	X*	X*		X*	X	X*	X	X*	X*	X	X				
THIEL COLLEGE	22	9	X	X	X	X*	X*	X*	X	X	X											
THOMAS MORE COLLEGE	18	3	X*	X		X																
THOMAS NELSON CMTY COLLEGE	27	1										X*										
TOUGALOO COLLEGE	35	1	X																			
TOURO COLLEGE	11	4	X	X	X		X															
TOWSON STATE UNIVERSITY	8	4	X*	X	X*	X*																
TRANSYLVANIA COLLEGE	12	8									X*	X			X	X*	X*	X*	X*	X*		
TRENTON STATE COLLEGE	7	3	X*												X	X*						
TRINITY CHRISTIAN COL	12	1												X*								
TRINITY COLLEGE	17	19	X*	X*		X*	X*	X*	X*	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
TRINITY COLLEGE (CT)	14	8	X	X*	X*	X*	X*		X*	X*	X*											
TRINITY UNIVERSITY	23	10	X*	X		X*	X*				X	X	X*	X	X*	X						
TUFTS UNIVERSITY	6	4												X				X		X*		X
TULANE UNIV OF LOUISIANA	6	18	X	X	X*	X*	X*	X*	X*		X	X*	X	X	X	X	X		X	X*	X*	X*
TUNXIS COMMUNITY COLLEGE	27	2										X	X*									

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
TUSCULUM COLLEGE	11	2								X*	X*											
TUSKEGEE INSTITUTE	35	8	X*	X*	X*	X*	X*	X	X*	X*												
TYLER JUNIOR COLLEGE	29	2																		X	X*	
U OF AKRON	1	8													X	X	X	X	X	X*	X*	X*
U OF ALABAMA-BIRMINGHAM	1	2								X								X				
U OF ALABAMA-HUNTSVILLE	2	9	X*								X*	X*	X*	X	X*	X*	X*	X*				
U OF ALASKA	1	7	X													X	X	X	X	X*		X
U OF ARIZONA	1	1		X																		
U OF ARKANSAS-LITTLE ROCK	7	8	X	X	X	X	X	X	X	X												
U OF ARKANSAS-PINE BLUFF	34	19	X*	X	X		X*	X	X	X	X	X	X	X*	X	X*	X	X	X	X*	X	X*
U OF BRIDGEPORT	12	11	X	X	X	X*	X	X	X	X		X	X	X								
U OF CALIF-BERKELEY	3	18	X	X	X	X	X	X	X	X	X*	X*	X*	X	X	X	X			X	X	X
U OF CALIF-DAVIS	3	4										X*								X*	X	X
U OF CALIF-IRVINE	3	16	X	X	X	X	X	X	X	X	X	X	X	X	X*					X*	X*	X*
U OF CALIF-LOS ANGELES	3	17	X*	X	X*	X	X	X	X	X	X	X	X*	X*				X*	X	X	X*	X
U OF CALIF-RIVERSIDE	3	11		X			X	X	X	X	X							X*	X*	X*	X*	X*
U OF CALIF-SAN DIEGO	3	3		X															X	X*		
U OF CALIF-SANTA BARBARA	3	19	X	X	X	X	X	X	X	X		X	X	X*	X	X*	X*	X	X	X*	X	X*
U OF CALIF-SANTA CRUZ	3	17	X*	X*	X*	X	X	X*		X*	X		X*	X*	X*	X*	X*	X*	X*	X*	X*	
U OF CINCINNATI	2	3	X						X*	X												
U OF COLORADO	3	5																X	X	X	X	X
U OF COLORADO-DENVER	1	5											X*	X	X	X		X*				
U OF CONNECTICUT	2	11	X*		X*		X		X	X*	X*	X*	X	X			X					X*
U OF CONNECTICUT-HARTFORD	2	2	X				X															
U OF CONNECTICUT-SOUTHEAST	25	2	X*				X*															
U OF CONNECTICUT-STAMFORD	25	2	X*				X*															
U OF CONNECTICUT-TORRINGTON	25	2	X				X*															
U OF CONNECTICUT-WATERBURY	27	2	X				X															
U OF D.C.-VAN NESS	7	8					X	X	X	X*	X		X	X*	X							
U OF DALLAS	18	5																X	X*	X	X	X*
U OF DAYTON	17	1															X*					
U OF DELAWARE	2	20	X*	X*	X*	X	X*	X*	X*	X*	X	X*	X*	X	X*	X	X*	X	X*	X*	X*	X*
U OF DENVER	4	18	X	X			X	X	X	X*	X	X*	X	X	X	X*	X	X	X*	X*	X*	X*
U OF DETROIT	4	8								X		X			X			X	X	X*	X*	X*
U OF EVANSVILLE	21	3	X	X	X																	
U OF GEORGIA	2	15	X*	X	X	X*	X	X	X	X	X				X*	X			X	X*	X*	X*
U OF HARTFORD	12	9	X			X*	X*	X*	X*	X										X*	X	X
U OF HOUSTON	1	2	X				X															
U OF IDAHO	1	4													X	X*					X*	X*
U OF ILLINOIS	3	12									X*	X*	X	X*	X*	X	X*	X*	X*	X*	X	X
U OF ILLINOIS-CHICAGO CIRCLE	8	4							X		X	X			X							
U OF IOWA	2	5															X	X*	X*	X*		X
U OF KANSAS	2	5															X	X	X	X*	X	
U OF KENTUCKY	1	10										X	X	X*	X	X	X	X*		X*	X	X*
U OF LOUISVILLE	1	15	X*	X*	X*	X*	X*	X*	X*	X*	X					X*	X*	X*	X*	X*		X*
U OF MAINE-AUGUSTA	27	4													X	X*	X*	X*				
U OF MAINE-BANGOR	26	1													X							
U OF MAINE-FARMINGTON	7	3													X	X*	X*					
U OF MAINE-FORT KENT	7	5										X*	X		X	X*	X*					
U OF MAINE-ORONO	2	7		X*	X*	X*	X*								X	X*	X					
U OF MAINE-PORTLAND-GORHAM	9	3													X	X	X					
U OF MAINE-PRESQUE ISLE	7	4							X*						X	X*	X					
U OF MARYLAND-BALTIMORE CO	8	8	X*						X*	X	X	X*	X*	X	X*							
U OF MARYLAND-EASTERN SHORE	34	3						X	X			X*										
U OF MASSACHUSETTS-AMHERST	3	18	X*	X*	X*	X*	X*	X*	X*		X*		X	X*	X*	X*	X*	X*	X*	X*	X*	X*
U OF MASSACHUSETTS-BOSTON	2	2		X								X										
U OF MIAMI	4	13	X*	X*	X*	X*	X*	X*		X*	X*	X*	X*	X*	X*	X*						
U OF MICHIGAN	3	11										X	X*	X	X	X	X	X*	X*	X*	X*	X*
U OF MICHIGAN-DEARBORN	8	3							X*	X					X*							
U OF MICHIGAN-FLINT	8	13	X	X*		X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*						

Institution	Strati-fication Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
U OF MINNESOTA-DULUTH	1	1										X*										
U OF MINNESOTA-MORRIS	8	5	X			X			X			X*			X							
U OF MISSISSIPPI	1	4																	X*	X	X	X*
U OF MISSOURI-COLUMBIA	2	12	X*	X*	X*	X*	X*	X*	X*									X	X	X	X	X
U OF MISSOURI-KANSAS CITY	1	16	X*	X	X*	X	X			X	X*	X	X	X*	X*	X*	X	X*	X*	X*		
U OF MISSOURI-ROLLA	9	12		X		X	X*		X			X*	X*	X*		X*		X*	X*	X*	X	
U OF MISSOURI-ST LOUIS	1	19	X	X	X	X	X	X*	X	X	X	X	X*	X	X*	X*	X*	X*	X*	X*	X	
U OF NC-CHAPEL HILL	3	20	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X	X*	X*	X	X	X*	X*
U OF NC-CHARLOTTE	8	1											X*									
U OF NC-WILMINGTON	7	5		X*				X	X	X	X*											
U OF NEBRASKA	1	6														X	X	X	X	X	X*	
U OF NEVADA	1	6										X*	X	X	X	X*						X*
U OF NEW HAMPSHIRE	2	8		X*							X*		X*	X*					X*	X*	X*	X*
U OF NEW HAVEN	11	2								X*	X											
U OF NEW MEXICO	1	7				X		X										X	X	X*	X	X
U OF NORTH DAKOTA	2	19	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X	X*	X*	X	X	X	X*	X*	X*	
U OF NORTHERN IOWA	9	3				X*					X	X										
U OF NOTRE DAME	6	11	X*		X*	X*	X*	X*	X*			X*	X*	X*	X*	X*						
U OF OREGON	1	1									X											
U OF PENNSYLVANIA	6	14							X	X	X	X*	X	X	X	X*	X	X	X	X*	X*	X*
U OF PITTSBURGH	2	8	X	X*	X*	X	X	X	X													X*
U OF PITTSBURGH-BRADFORD	7	10	X	X*	X	X	X	X	X	X*	X		X*									
U OF PITTSBURGH-GREENSBURG	27	6	X*	X*	X*	X*	X*	X*														
U OF PITTSBURGH-JHNSTWN	7	9	X*	X*	X*			X	X	X	X	X*				X*						
U OF PITTSBURGH-TITUSVILLE	25	12	X*	X*	X*	X*	X*	X*		X*	X*	X*	X*	X*			X					
U OF PORTLAND	4	2	X	X																		
U OF PUERTO RICO	1	3		X																	X	X
U OF REDLANDS	22	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*
U OF RHODE ISLAND	1	7							X	X*	X*	X*							X	X		X*
U OF RICHMOND	13	8			X*	X*	X*	X*	X*	X*	X	X*										
U OF ROCHESTER	5	20	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
U OF S.C.	1	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X	X*	X*	X*	X*	X*
U OF S.C.-AIKEN	7	10			X	X	X	X*	X*	X*			X*	X*	X	X*						
U OF S.C.-ALLENDALE	1	2						X*								X*						
U OF S.C.-CONWAY	7	14	X	X	X	X	X	X*	X*	X*	X	X*		X	X*	X*	X*					
U OF S.C.-LANCASTER	26	7							X*	X	X		X*	X*	X*	X*						
U OF S.C.-SPARTANSBURG	27	1														X*						
U OF S.C.-UNION	25	5								X*	X*	X*			X*	X						
U OF SAN DIEGO	17	15	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*						X	X*	X*	X*
U OF SAN FRANCISCO	18	1															X*					
U OF SANTA CLARA	5	8	X*							X	X*	X	X	X*	X	X*						
U OF SCRANTON	18	9	X					X*	X*	X	X*	X*	X*	X*	X*							
U OF SOUTH FLORIDA	7	3						X*	X*	X*												
U OF SOUTHERN CALIFORNIA	5	9	X	X	X			X		X	X	X	X	X								
U OF TAMPA	12	16	X*	X*	X*	X*	X	X	X					X	X	X	X	X	X	X	X*	X*
U OF TENNESSEE-CHATTANOOGA	8	2														X*	X*					
U OF TENNESSEE-KNOXVILLE	1	17	X*	X				X*	X*	X*	X*	X*	X*	X	X*	X	X	X	X	X*	X*	X*
U OF TEXAS-ARLINGTON	7	1								X*												
U OF TEXAS-AUSTIN	2	1								X												
U OF THE PACIFIC	4	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X				X	X	X	X	X*		X
U OF THE SOUTH	23	3	X*	X*												X*						
U OF TOLEDO	1	1															X					
U OF TULSA	4	9											X		X	X	X	X	X	X*	X	X*
U OF VERMONT	2	20	X*	X*	X*	X*	X*	X	X	X	X*	X*	X	X	X	X	X	X*	X*	X*	X*	X*
U OF VIRGINIA	3	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X	X*	X*		X*
U OF WASHINGTON	3	2																			X*	X*
U OF WISCONSIN-GREEN BAY	8	1														X						
U OF WISCONSIN-LA CROSSE	8	6											X*					X	X	X	X	X
U OF WISCONSIN-MADISON	3	1																				X
U OF WISCONSIN-MILWAUKEE	2	14	X*	X*	X*	X			X	X	X*	X	X*	X*	X*	X*	X*					X*

Institution	Strati-fication Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
U OF WISCONSIN-PARKSIDE	8	2										X	X*									
U OF WISCONSIN-SUPERIOR	7	2										X*	X									
U OF WISCONSIN-WHITEWATER	8	15	X	X	X	X	X	X	X	X	X*	X*					X*	X*	X*	X*	X*	
U OF WYOMING	1	6	X				X												X*	X*	X*	X*
U.S. AIR FORCE ACADEMY	9	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
U.S. COAST GUARD ACADEMY	9	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
U.S. MERCHANT MARINE ACADEMY	9	5							X*	X*		X*	X*		X*							
U.S. MILITARY ACADEMY	9	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
U.S. NAVAL ACADEMY	9	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*				
UNION COLLEGE	20	1												X*								
UNION COLLEGE	20	18	X	X	X	X*		X*	X	X*	X	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	
UNION COLLEGE	14	12	X	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*								
UNITY COLLEGE	11	5		X		X	X	X*	X*													
UPSALA COLLEGE	22	10			X							X	X	X	X*	X*	X*	X	X*	X*		
URBANA COLLEGE	21	3										X	X	X								
URSINUS COLLEGE	13	4				X*	X*	X*	X													
UTAH STATE UNIVERSITY	1	2																			X	X
UTICA COLLEGE	12	2											X	X								
UTICA JUNIOR COLLEGE	36	10					X*	X*	X*		X*	X*	X		X*	X*	X*	X*				
VALLEY FORGE MILITARY JR	30	13	X*	X*	X	X*		X*	X*	X*	X*	X*	X*	X*	X*	X*						
VALPARAISO UNIVERSITY	23	20	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
VANDERBILT UNIVERSITY	6	20	X	X*	X*	X*	X*	X	X	X	X*	X*	X	X	X	X	X*	X*	X*	X*	X*	X*
VASSAR COLLEGE	14	20	X*	X*	X	X	X	X	X	X	X	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*
VERMONT TECHNICAL COLLEGE	27	0																				
VICTORIA COLLEGE	27	16	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*				
VILLA JULIE COLLEGE	31	1							X*													
VILLA MARIA COL OF BUFFALO	31	12								X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	
VILLA MARIA COLLEGE	16	1									X*											
VILLANOVA UNIVERSITY	5	6	X*	X*		X*			X*						X*	X*						
VINCENNES UNIVERSITY	29	5	X*	X*	X*	X*	X*															
VIRGINIA COMMONWEALTH UNIV	1	14			X	X	X*	X*	X*	X	X*	X*	X	X	X		X	X	X			
VIRGINIA INTERMONT COLLEGE	20	1												X								
VIRGINIA MILITARY INST	8	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
VIRGINIA POLYTECHNIC INST	2	19	X*	X	X	X	X	X*	X	X*	X*	X	X*	X*	X*	X*	X*	X*	X	X*		X
VIRGINIA STATE UNIVERSITY	34	18		X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	
VIRGINIA UNION UNIVERSITY	35	15				X	X	X*	X	X	X*	X*	X*	X*	X	X	X*	X*	X*	X*		
VIRGINIA WESLEYAN COLLEGE	21	4	X*	X*	X*	X*																
VITERBO COLLEGE	17	5										X	X*	X	X*	X*						
VOORHEES COLLEGE	35	1											X									
VOORHEES COLLEGE	31	3													X*	X		X*				
WABASH COLLEGE	13	12			X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*						
WAGNER COLLEGE	22	9	X	X	X*	X	X*	X	X	X	X*											
WAKE FOREST UNIVERSITY	5	3		X*			X*	X*														
WALLA WALLA COLLEGE	21	3										X*	X	X*								
WALSH COLLEGE	17	17	X*	X	X*	X	X	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*			
WARNER PACIFIC COLLEGE	20	2							X	X*												
WARREN WILSON COLLEGE	21	3												X	X*	X*						
WASHBURN UNIV OF TOPEKA	7	2																			X	X*
WASHINGTON & JEFF COLLEGE	13	6	X*	X	X*	X*	X*	X*														
WASHINGTON & LEE UNIV	14	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
WASHINGTON COLLEGE	12	8	X*	X*								X		X	X					X	X*	X*
WASHINGTON STATE COLLEGE	7	12	X	X*	X*	X	X	X							X	X*	X*	X	X*	X*		
WASHINGTON STATE UNIV	2	10										X	X	X	X	X	X	X		X*	X*	X*
WASHINGTON UNIVERSITY	5	11							X	X	X	X	X		X	X	X			X*	X*	X*
WAYLAND BAPTIST COLLEGE	20	5															X*	X*	X	X	X*	
WAYNE STATE UNIVERSITY	1	4								X	X			X			X*					
WAYNESBURG COLLEGE	21	5							X	X*					X*	X*	X*					
WEBB INST OF NAVAL ARCH	14	16		X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*		X*	X		
WEBBER COLLEGE	30	3													X	X	X					
WEBER STATE COLLEGE	7	1			X																	

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
WEBSTER COLLEGE	12	15	X	X	X	X	X	X	X	X	X	X	X*	X	X*	X	X*					
WELLESLEY COLLEGE	14	18	X*	X*	X*	X*	X*	X	X	X*	X	X*	X*	X	X	X	X*			X*	X*	X*
WELLS COLLEGE	13	4	X	X							X*			X								
WENTWORTH INSTITUTE	32	13		X				X*	X*		X	X*	X	X	X*	X*	X*			X*	X*	X*
WESLEY COLLEGE	11	1	X																			
WESLEYAN COLLEGE	21	15	X*	X*	X*	X*	X*	X*	X*	X*	X*			X*	X*	X*				X*	X*	X*
WESLEYAN UNIVERSITY	14	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
WEST CHESTER ST UNIVERSITY	8	6		X*		X*		X*	X*	X*							X*					
WEST LOS ANGELES COLLEGE	28	1												X								
WEST VIRGINIA STATE COL	7	15	X	X	X	X	X	X	X*	X*	X*	X*			X	X			X*	X*	X	
WEST VIRGINIA UNIVERSITY	1	7				X*					X	X	X*	X*	X	X						
WEST VIRGINIA WESLEYAN COL	21	1											X*									
WESTERN BAPTIST BIBLE COL	24	1								X												
WESTERN CAROLINA UNIV	7	8										X	X*	X*	X*	X	X	X*	X*			
WESTERN ILLINOIS UNIV	8	20	X	X	X	X	X	X	X	X	X*	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*
WESTERN NEW ENGLAND COL	11	20	X	X	X*	X*	X*	X*	X	X*	X*	X	X	X	X	X*	X*	X	X	X*	X	X*
WESTERN NEW MEXICO UNIV	7	2							X*	X*												
WESTERN WASH ST COLLEGE	9	4	X*				X*					X*					X					
WESTERN WYOMING CMTY COL	27	8			X									X	X*	X*	X	X	X*	X		
WESTFIELD STATE COL	8	4							X	X*	X*	X*										
WESTMAR COLLEGE	21	7				X*	X*	X*	X*					X*	X*	X*						
WESTMINSTER COLLEGE	21	3					X				X	X										
WESTMINSTER COLLEGE	22	11	X*	X*	X*	X*	X*	X*	X*	X*					X*	X*	X*					
WESTMINSTER COLLEGE	22	13	X*	X*	X*	X*	X*	X*	X*	X*	X*		X*	X				X*	X*			
WHARTON COUNTY JUNIOR COL	28	18	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X*	X*	
WHEATON COLLEGE	13	5	X*		X*		X*		X*	X*												
WHEATON COLLEGE	13	19	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		X*	X*	X*	X*	X*	X*
WHEELING COLLEGE	16	7	X*	X*						X*		X*	X*	X*	X*							
WHEELOCK COLLEGE	11	7			X*	X*	X	X*	X*	X*	X*											
WHITMAN COLLEGE	13	20	X*	X	X*	X	X	X	X	X	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
WHITTIER COLLEGE	13	13	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*							
WHITWORTH COLLEGE	22	3	X*	X*	X																	
WIDENER COLLEGE	13	2											X*	X								
WILBERFORCE UNIVERSITY	35	6					X	X*	X*	X*	X*					X						
WILKES COLLEGE	13	4	X*	X*	X*	X																
WILLAMETTE UNIVERSITY	13	14	X	X	X	X	X	X*	X*	X	X*	X*	X*	X*	X*	X*						
WILLIAM CAREY COLLEGE	20	12									X	X	X	X	X	X	X	X	X	X*	X*	X*
WILLIAM JEWELL COLLEGE	22	7	X*	X*	X*	X	X	X	X*													
WILLIAM PATERSON COLLEGE	7	11	X*	X*	X*	X*	X*	X*	X	X	X*	X*	X									
WILLIAMS COLLEGE	14	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
WILLIAMSPORT AREA CMTY COL	29	6	X*												X*	X*	X	X	X*			
WILLMAR COMMUNITY COLLEGE	27	4						X*	X*	X*			X*									
WILMINGTON COLLEGE	21	3	X	X	X																	
WILSON COLLEGE	12	2					X*			X*												
WINDHAM COLLEGE	12	2											X							X		
WINGATE COLLEGE	11	19	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	
WINSTON-SALEM STATE COL	34	16		X			X	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X	X*	X*	X*	
WINTHROP COLLEGE	7	2											X*	X*								
WITTENBERG UNIVERSITY	22	20	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*
WOFFORD COLLEGE	21	18			X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*
WOOD JUNIOR COLLEGE	31	9	X						X	X*	X*	X*	X*	X*	X*	X*						
WOODBURY UNIVERSITY	11	2	X	X																		
WORCESTER JUNIOR COLLEGE	30	9									X	X			X		X	X*	X*	X	X*	X*
WORCESTER POLY INSTITUTE	14	13	X*	X*	X*	X	X*	X	X*	X*	X*	X*	X*	X*	X							
WORTHINGTON STATE JR COL	25	18	X*	X*	X*	X*	X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*		
WYTHEVILLE CMTY COLLEGE	26	1										X*										
XAVIER UNIVERSITY	18	7	X*										X	X	X*	X	X*		X*			
XAVIER UNIVERSITY	13	13	X		X*	X*	X*	X	X*	X*	X*	X*	X*	X*	X	X*						
YALE UNIVERSITY	6	3													X	X	X					
YANKTON COLLEGE	11	8		X*	X												X*	X	X	X*	X*	X*

Institution	Stratification Cell	No. of Years	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66
YESHIVA UNIVERSITY	6	1											X									
YUBA COLLEGE	28	13					X*	X*	X*	X	X	X	X*	X	X*	X*	X	X*	X*			